PERSONAL COLUMN

A Right raw deal

ANNE SOFER

'Back to selection and the 11-plus: freedom of choice for some parents, but not for others'

Kite-flying and unattributable lobby briefing are how Conservative education policy is made these days. As election fever waxes and wanes, the hints come thick and fast that something altogether outrageous and exciting is going to appear in the Tory manifesto. The roll of drums, the tweak of chiffon giving a glimpse of the shockingly naked truth about to be revealed – the aim is obviously to keep us all on the edge of our seats.

However, as with a striptease, we all know pretty much what it's going to look like. It will be some sort of move to detach schools from the local education authority system, to fund them on a unit cost "per capita" basis, and thus "set them free". And before those responsible for drawing up a scheme go too hard on the details, I would like to ask a few questions.

First, are the schools to have any choice about whether or not to go over to this new system? Even with the new-style governing bodies, shorn of most of their political nominees, it is perfectly possible that not all of them will be absolutely sure of the advantages of this sudden liberation. So I imagine – and this is what has already been hinted at – that schools will be given the choice.

They will want to look at the terms rather closely. On what will the "per capita" grant be based? Will it be based on the current average unit costs for the whole country? This could have a somewhat embarrassing result. Schools in low-spending (and overwhelmingly Tory) local education authorities would see the immediate financial advantages of self-liberation. Not only would any mass transfer by schools in this category immediately jack up education spending, but it would be somewhat awkward politically.

Schools in the high-spending Labour education authorities, on the other hand, would probably be very hesitant about opting for a lower level of spending. Even those that are currently fed up to the back teeth with the demands and initiatives and political interference of their municipal socialist masters are hardly going to queue up to ask for cuts.

Following this logic, the Government – if it wants any takers from the Labour authorities, which are its chief targets – will have to offer a "unit cost" based on the schools' own local education authority spending. And here lies another embarrassment, for this – in many cases – is a level denounced by the Government itself as ludicrously high and wasteful.

Looking ahead a few years, a further interesting conundrum arises. Some of these extravagant authorities are deeply in debt. They have pawned their park benches, library books, town halls and mayoral regalia. It is confidently predicted by the pundits that they will crash to earth with a hideous jarring of limbs in a couple of years' time. Spending – as in New York in 1978 – will be slashed.

"Outrage! Unfair!", all the newly liberated unit-cost-funded schools will cry. Why should we suffer this disruption because the authorities we so thankfully escaped two years ago are utter incompetents? So will these schools, at that stage, be cushioned – and become the most generously funded schools in the country?

More questions arise about the powers these schools will have. They will, one gathers from the pamphlets issuing from various right-wing think-tanks, be established as independent trusts. As such they will have control over their own curriculum (fine), discipline (good), budget (excellent), hiring and firing of staff (interesting – though the unions won't like it), premises, admissions . . .

Hang on a minute. Both those two have wider implications. The premises of many schools, currently the property of the local education authority, are often used for a number of other functions – chiefly youth clubs and adult education in the evening. Where these functions are currently under the management of the school (that is, the village college or community school model), how will that be budgeted for and what obligation will the school have to keep it going?

Even more complicated will be the more common situation where these functions are managed by other branches of the local education authority. Will they stop? Or have to transfer elsewhere? Or will the local education authority have to rent back its own premises? I don't see any popularity coming the Government's way with any of these options.

Control of admissions is potentially the most explosive issue. In the newspaper leaks I have seen, it has been slipped in unobstrusively as if it were one of the more minor functions of an educational institution – almost a mere clerical job. The No Turning Back group of Conservative MPs were more blatant. In their pamphlet *Save Our Schools*, they suggest: "It will be up to the schools themselves to determine their acceptance policies, and to decide which children they wish to admit. There will undoubtedly be different standards, as various schools choose a different emphasis". In other words, back to selection and the 11-plus: freedom of choice for some parents, but not for others. The "best" schools will be free to seek out the "best" pupils.

The tragedy of all this is that the Right has taken a brilliant and radical Alliance idea and corrupted it. The Cambridgeshire experiment has been twisted by it into a scheme for privatizing schools and reintroducing selection. In Cambridgeshire, schools are given local management of their budgets and organization. As "village colleges" (that is, 11–16 schools with community education responsibilities), they have a contract with their communities to provide adult education for the area; over and above that they have control of the letting of their premises.

They are moving towards a system of "unit cost funding" – at a level determined not by Whitehall but by the locally elected education committee. They are developing considerable autonomy – but in return for a relationship of accountability to all the children, parents, adults in their respective areas, not merely those they pick and choose.

This is the sort of decentralization that encourages innovation and initiative without widening inequalities. But the widening of inequality is something that bothers the radical Right not one whit.

NEXT WEEK

State of the unions
James Meikle previews this Easter's teacher union conferences

Merge or die?
Peter Smith of AMMA argues that there are more workable alternatives than teacher union amalgamations to meeting the post-Burnham crisis

Structural failure
Kenneth Baker's incentive proposals fall down when they are applied to a real school

Iron ladies
Kenneth Minogue on the Tories' female vote

Extra – History

NOTICEBOARD

PEOPLE...

Sir John Burgh, director-general of the British Council, will succeed Lord Quinton as President of Trinity College Oxford in September. Mr Richard Francis, managing director of BBC radio, will succeed Sir John at the British Council in July.

Mr Geoffray Rees, head of Burrington school, Plymouth, to be head of Ivybridge community college from Easter. Mr Kenrick Barter, deputy head at Estover school, Plymouth, to succeed Mr Rees as head of Burrington school.

Mr Roy Cooke, deputy head of Great Barr school, Birmingham, and deputy director of the Centre for the Study of Comprehensive Schools from 1985/6, to be head of St Helen's school, Barnsley.

Mr Brian Bennett, head of art at Berkhamsted school, Hertfordshire, to be president of the Royal Institute of Oil Painters.

CONFERENCES...

April 21–23
The Science of the Unknown: environment, exploration and education: Geographical Association conference at the Royal Geographical Society, 1 Kensington Gore, London SW7 and the London School of Economics, April 22 and 23. Full programme details from the Geographical Association, 343 Fulwood Road, Sheffield S10 3BP.

April 22–23
Educational Institute of Design, Craft and Technology conference at Trent Polytechnic, Nottingham with a CDT ineducation exhibition and design-related activities in primary and middle schools. Main speakers: Peter Clarke, Norman Manners, John Westley, Richard Shearman and John Fulton. Details from Fred Willmore, EDICT Administrator, 34 Burton Street, Melton Mowbray, Leicestershire LE13 1AF.

April 22–24
Communication Studies Network annual conference at Sheffield City Polytechnic. Presentations on the analysis of images and current developments in broadcasting and publishing and workshops, displays of books and equipment. Fee £60 (£70 non-members). Details from Peter Hartley, Conference Organizer, Department of Communication Studies, Sheffield City Polytechnic, Totley Hall Lane, Sheffield S17 4AB.

April 22–24
Care or control – an educational dilemma: National Association for Pastoral Care in Education West Midlands division conference at Lanchester Polytechnic. Speakers: Maura Healy, Chris Watkins, Patsy Wagner, Keith Blackburn and Ron Best. Fee £80 with reductions for members and non-residents. Details from Beryl Starkey, Stoke Park School, Dane Road, Coventry CV2 4JW.

EVENTS...

April 22
A taste of the Arab world: a children's holiday event at the Museum of Mankind, Burlington Gardens, London W1 for 8 to 12-year-olds. Photographs, objects, room settings and audiovisual material will illustrate the daily life of Arab people of different backgrounds. Sessions begin at 10.30 am, 12 noon and 2.30 pm. Details and bookings with the British Museum education service, 01 636 1555 ext 511.

April 28 – May 1
Get it together: an exhibition of new resources presented by Hertfordshire TVEI at Webb Rise, Stevenage. Topics include book, video and software publications, Prestel, business games, profiling, library services, economic awareness, equal opportunities and teaching styles. Details from Martin Flatman, TVEI Project co-ordinator, The Grange, High Street, Stevenage, Herts.

COURSES...

April 21–24
Poetry and book arts: for teachers of all age groups who want to develop children's literary and visual skills through poetry at Rolle College, Exmouth. Tutors: Moira Andrew, Schools' Poetry Association; and Paul Johnson. Fee £70 inclusive (£20 tutorial). Details from Paul Johnson, Faculty of Community Studies and Education, Manchester Polytechnic, 799 Wilmslow Road, Didsbury, Manchester M20 8RR.

April 21–25
Newcastle's Dance City Easter school for teachers of dance, physical education and drama. Teachers include Yair Vardi, Chris Burn, Christine Crabtree, Sarah DaBell and Jane Marwood. Topics include the theory and practice of contemporary, ballet and jazz dance techniques and music for dance. Details from Sarah DaBell, co-ordinator, Dance City, Peel Lane, Off Waterloo Street, Newcastle upon Tyne NE1 4DW.

April 21–24
Bringing it to life – celebration and religious education at University College of North Wales, Bangor with Frank Topping, Rabbi Hugo Gryn and the Singh children's theatre company and workshops on food, dance, creative music and art. Suitable for primary and secondary teachers of religious education. Details from the Christian Education Movement, Lancaster House, Borough Road, Isleworth, Middx TW7 5DU. Fee £72 (£78 non-members).

INFORMATION

School radio
Mrs Jean Aldred would like to establish links with schools who have a school radio with a view to exchanging experiences, ideas and tapes. Please write to her at Elias high school, Elias Road, Colwyn Bay, Clwyd LL29 7SP.

Photography
Chepstow Museum is holding activity workshops for 8 to 13-year-olds on early photography, lasting about two hours and including camera obscura, photogenic drawings, pinhole cameras and the social impact of photography in the 19th century. Details from Anne Rainsbury or Liz McBride, Chepstow Museum, Gwy House, Bridge Street, Chepstow.

Video
Mrs Gill Dunton, a diploma student at London University Institute of Education, is studying the use of video for classroom observation. Teachers who have used this technique are invited to write to her at 2 The Chestnuts, Hertford SG13 8AQ.

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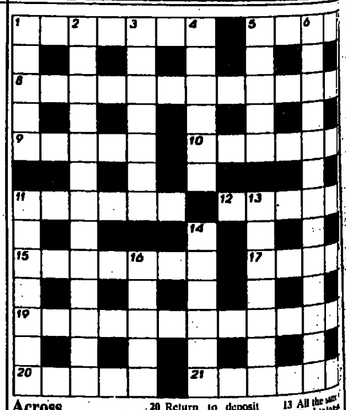

Across

1 Make a speech against decimal conversion (7)
5 Nominally involved in a court case (5)
8 It gives access to things bound to be borrowed (7, 6)
9 Risk having a dog at home (5)
10 Leave a catch back by the river (7)
11 German composer involved a number in a brash composition (6)
12 A thousand new elues might (6)
15 Alone and helpless (7)
17 Spilled a pint, being plunge (5)
19 What he blurted is wrong (13)
20 Return to deposit gold sovereign (5)
21 Group studying ruined remains (7)

Down

1 I held out for foreign capital (5)
2 For which a volume might be written (5, 8)
3 What does father make of the R.A.F.? (7)
4 Celebrated call for help (6)
5 Country requiring careful handling (5)
6 One in class may accept authority (4, 9)
7 An improvement in relations (7)
11 Dud cheque: clueless on (7)
13 All the same, diet has lost (7)
14 Do rise about admitted to (6)
16 It makes a material (5)
18 A private car

Solution in next

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Educational Supplement
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TES/Mori poll bitter blow to unions

Parents back Baker's pay settlement

by Barry Hugill

Only a third of parents believe that teachers are underpaid, according to a specially commissioned poll conducted for *The TES* by MORI.

And more than half (54 per cent) consider it wrong that the teacher unions are taking strike action in protest at Mr Kenneth Baker's decision to replace the Burnham Committee, the pay negotiating body, with an advisory committee answerable solely to the Secretary of State.

The poll findings will come as a bitter blow to the two largest unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, whose members are currently taking selective strike action in protest at the scrapping of Burnham.

It will almost certainly lead to demands from delegates at the unions' annual conferences, to be held over Easter, for a drastic rethink of campaign strategy.

Most disturbing for the unions is the poll finding that 54 per cent of those questioned do not believe that teachers are underpaid.

Throughout the three-year pay dispute, brought to an end by Mr Baker's decision to impose a settlement, the unions claimed to have parents behind them. They were boosted by pledges of support from the National Confederation of Parent-Teacher Associations, the largest "parent" organization, which deplored the damage caused by the constant disruption but sympathized with teachers' pay demands.

The poll shows that the unions no longer have parental support and it must raise questions as to whether they ever had it in the first place.

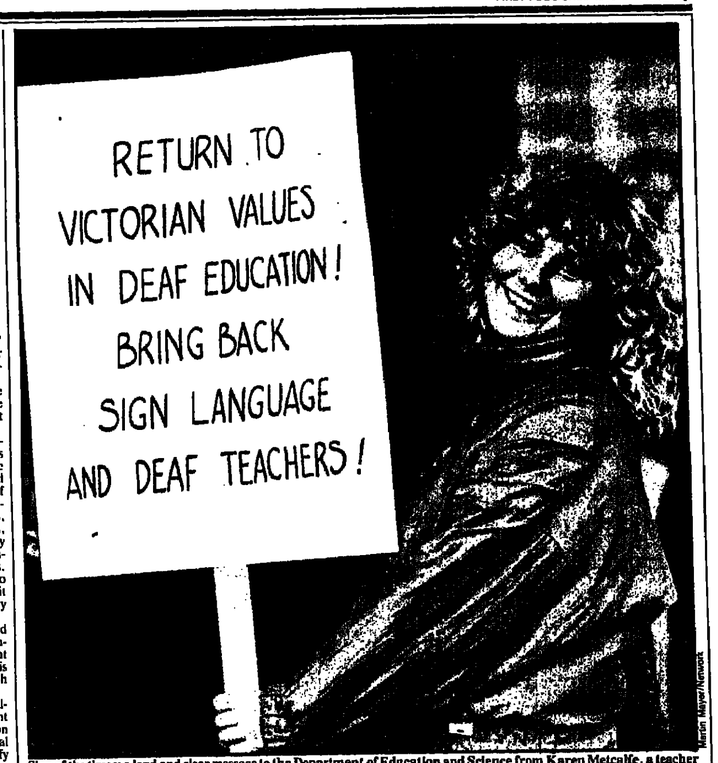
The poll will be widely interpreted as a vindication of Mr Baker's high-risk strategy of imposing a settlement and will be seen as evidence that he is winning the propaganda battle with the unions.

It will also be used by the traditionally moderate unions, the Assistant Masters and Mistresses Association and the non-striking Professional Association of Teachers, to justify their "softly, softly" policies.

On balance, do you think teachers are underpaid or not?	%
Yes, underpaid	33
No, not underpaid	54
No opinion	13

On balance, do you think teachers are or are not justified in taking strike action over the Government's removal of their right to negotiate on pay?	%
Yes, justified	39
No, not justified	54
No opinion	7

Poll details, page 5



Martin Mayer/Network

Sign of the times: a loud and clear message to the Department of Education and Science from Karen Metcalfe, a teacher supporting the National Union of the Deaf, which is protesting at what they say is an effective ban on deaf teachers and sign language in schools. Full story, page 8.

Contract loopholes to be closed

by Richard Garner and James Meikle

The Government was expected to lay the order imposing the first stage of its pay award to teachers in England and Wales before Parliament yesterday.

The order includes what were described as "significant" alterations to the contract being imposed on teachers.

A new clause has been inserted insisting that teachers should write reports on their pupils as part of their duties. A requirement that teachers should be available at school for 195 days a year has been altered to read "available for work".

The changes reflect worries that teacher unions could seize upon the new contract and use it in future disputes to work to rule.

The Government has not moved on its requirement for teachers to cover for colleagues for three days. However, the sub-clause, which said that teachers might have to step in for longer where the services of supply teachers were not available has been altered. It now reads "where it is not reasonably practicable for the maintaining authority to provide a supply teacher to provide cover." This is seen as increasing the responsibility of local education authorities to provide supply staff.

The Government is also publishing a discussion paper outlining how the 25,000 new incentive allowances of £500, due to be paid in October, should be distributed. Most will be paid for "outstanding classroom performance".

This could prove a thorny subject during consultation. There is no appraisal system and the unions are strongly opposed to "merit pay". L.e.a.s, governors and headteachers will presumably have to allocate the awards.

The paper says these are to be awarded for positive achievements in one or more of the following categories: extra responsibilities, outstanding classroom performance and shortage skills, or to attract staff for posts which are difficult to fill.

The Government warns that teachers on Scales 3 and 4 and Senior Teachers would not qualify for such payments under the "extra responsibilities" category as they would already be receiving an allowance.

The order should come into effect on April 30, and the first 8.2 per cent of the 16.4 package should be in pay packets by May or June. According to DES figures, a teacher on the top of Scale 2 would receive £375 in back pay to January and a Senior Teacher on the maximum would be paid £450, if the award arrives in the May pay packets.

The National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, this week announced plans to carry on

Continued on page 3

Unhappy Brent families apply for 'exit visas'

More than a third of parents in Brent with children in their last year of primary school are seeking secondary places outside the borough.

There are 1,800 pupils due to transfer from primary to secondary schools in September, but 618 have plumped for schools outside Brent.

If all get their way – and there is no guarantee that they will – the north-west London authority will find itself with a major management problem as some secondary schools will be left with a minute intake of 11-year-olds.

Of those parents opting for Brent's provision, a considerable number are requesting places at schools in the borough's more affluent northern part.

Some secondaries in the south of Brent already have chronic falling rolls and, according to the chief executive, Mr Charles Wood, "too many teachers". The authority has already offered staff a cash inducement to switch schools.

Of the 618 pupils applying for transfers outside the borough, nearly 500 are white, with 100 of Afro-Caribbean and 26 of Asian origin.

The authority has received a great deal of negative publicity during the past year, much of it concerned with the ruling Labour group's implementation of anti-racist policies.

There is mounting evidence of disquiet within the local Labour Party over the manner in which the chairman of the education committee, Mr Ron Anderson, has been carrying out his duties.

It is expected that he will be removed as chairman within the next few weeks and replaced by his deputy, Mr Nitin Parshotam.

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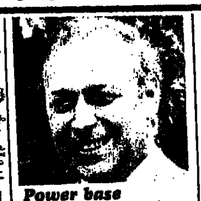

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TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Thumbs down from parents

Public opinion polls aren't everything, the politicians tell us. Yet they watch their ups and downs as closely as stockbrokers watch the market. So it is with the *TES*/MORI poll this week. It gives a limited snap-shot of public opinion about teachers' pay and their industrial action. Nobody – union leaders, parents' leaders, Mr Baker himself – can fail to test their own confident assertions about the attitudes of parents and the public against this new evidence.

The size of the majority against the teachers' strikes in support of their right to negotiate on pay, is a vindication of Mr Baker's political assessment – at least in the short term. From the teachers' point of view this is bad news, but it will not come as a great surprise. Even the parents' leaders, who have done their best to show solidarity with the teachers, have understood all along that teachers were not going to win over the parents by sending children home.

It could be argued that the size of the minority supporting the teachers is more remarkable than the size of the majority against them. But no amount of rationalization can make this poll good news for the teachers as they go into their Easter conferences. A guerrilla campaign through the summer would be more likely to discourage the minority than browbeat the majority.

The teachers have cultivated the idea that they are badly paid. This is at best a vague concept. What is "well-paid" or "badly-paid", is in the eye of the beholder and depends on unspoken comparisons with other jobs. Houghton thought the teachers were badly paid. A case can be made out – and *The TES* would support it – that teachers in maintained schools have always been poorly paid, and that the recent pay increase (though a welcome step in the right direction) still leaves a lot to be desired.

But how general has this belief ever been? The poll shows that a solid majority think teachers are not underpaid. Even among the AB class – the section of the community most likely to have educational backgrounds and qualifications similar to the teachers' – only 42 per cent think teachers are hard done by, compared with 47 per cent who don't.

By making it a straight fight between himself and the teachers' unions, Mr Baker has played his political trump. The teachers have a lot of leeway to make up if they are to win this battle for public support. And if they can only protest by taking action which further antagonizes the public, they are on a hiding to nothing.

Mr Baker is now stating as a fact that teachers' pay rates are attractive and offer "good" salary prospects, and he now has some excellent figures for recruitment to teacher training which he is using to back up his claim. Admittedly he is assuming that news travels very fast, but applications for entry to BEd, PGCE and Cert Ed courses are now running 12 per cent up on 1986. And in shortage subjects like maths and CDT, the increase is much higher (page 5). The growth of numbers in CDT is particularly gratifying.

The Teaching As A Career (TASC) programme is wholly to be welcomed and the first response to the press advertisements which have been appearing in recent weeks has been very encouraging. The comparisons with 1986 are, of course, flattering because the 1986 recruitment was as dramatically below target as this year looks like being above. All the extra recruiting so far recorded (or almost all) was during the lull before the NUT and NAS/UWT resumed their programme of strikes.

Also in the news this week, the Royal College of Nursing has been using the teachers' 16.8 per cent pay award as leverage for a rise for nurses. Mr Trevor Clay, the general secretary of the RCN, is not above using what the teachers won by direct action to bolster the claims of his own members who have abjured strikes. Whatever ambivalence the public feels about teachers, the nurses enjoy a large measure of public support, and every time the TV screens show pictures of wards shut down for lack of nursing staff, it ought to strengthen Mr Clay's hand.

The archaic methods of selecting and training nurses probably have a good deal to do with the recruiting figures, quite apart from the pay. The sooner Mr Norman Fowler grasps this nettle – and invokes the co-operation which the polys would be only too delighted to give – the better. But who is going to volunteer for jobs like nursing in Mrs Thatcher's Britain? Only someone perverse enough to stand out against the tide and put the rewards of helping other people ahead of self-interest, money-making and getting on. It will take more than a few percentage points on the pay package to restore nurses' morale.

COMMENT

Tip-top timetables

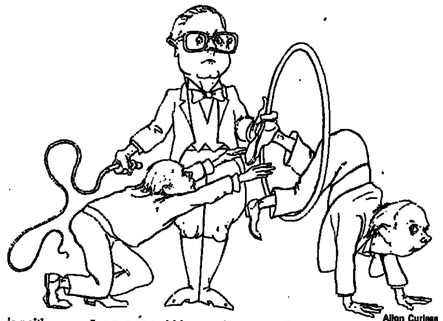
Mr Baker has now spelled out in a bit more detail his plans for a national core curriculum (page 3). Unfortunately, for every question he answers he raises two more. He seems to have an amazing faith in what Parliament can do which is either naïve or a way of side-stepping snags.

Mr Baker senses that there is a political consensus at Westminster for a new deal which would require all pupils everywhere to follow the same core courses. But his words perfectly exemplify his adopted naivety: "the Government intends to legislate early in the next Parliament to establish a national curriculum *brought about by the co-operative efforts of the education service, the providers and the customers* [our italics]. My aim is that when the Secretary of State sets out the national curricula, he will not be imposing his will but giving effect to a broad national consensus". Unfortunately, although our constitution has to pretend that Parliament is all-powerful, no minister can legislate "co-operation". This is a hollow statement. Given the complex and contentious relationships between the Secretary of State and his partners, it has become increasingly unrealistic to expect to avoid the linkage of one area of potential disputation from another.

The same naivety shone out at the very beginning of Mr Baker's statement. "Pupils," he said, "are entitled to a curriculum that draws upon individual talents and which challenges the child. This can be *guaranteed only if it is required and enforceable by law* [our italics]."

Unfortunately this is grandiloquent but meaningless. No matter how hard Mr Baker or Parliament try they can no more "guarantee" a good curriculum than fly. Nor can they enforce it by law. Does he intend to give the right of enforcement to parents by civil action? Or are we going to see the Secretary of State trying to enforce the impossible guarantee by intervening in every classroom at every hour of the day?

Of course, the truth is that Mr Baker is neither as naïve nor as ambitious as he pretends. What will emerge in practice will simply be a large bureaucratic system enforcing a bit more uniformity on 20,000-odd primary schools and 5,000 secondary schools (already heavily controlled through the examination system). It will be neither as oppressive as Mr Baker's words might suggest, nor yet will it live up to his hopes.



Alton Curtess

It's all about teaching; there is nothing about learning. It treats the curriculum as if it were simply a set of subjects on the timetable. His "very strong working groups" can write programmes to turn the Baker timetable into a set of study plans. But in reality the curriculum doesn't only consist of what the teachers bring to the class, it also turns on what the class brings to the teacher. The uniform curriculum prescribed from on high by what Mr Baker laughingly calls "the best minds in the country" will still mean something different in every classroom in the land.

Mr Baker is clear that he does not want the whole timetable to be dictated nationally, and that he recognizes the danger that his benchmarks at 7, 11 and 14 could become basic minima to which teachers gear their training. He sees the danger, says it will be avoided, but gives no indication how, beyond saying that the teachers should allow for variations in ability.

This all-powerful Parliament will have a job on its hands "guaranteeing" that all Mr Baker's contradictory aims are met. Much more likely is that the bench-marks – internally tested and externally moderated – will become over-important in a school system already prone to allowing exams to be dangerously dominant. But not necessarily so: it could be otherwise if the tests were used for diagnostic purposes not just as a check on teachers and pupils. Experience shows this is expensive. It is much cheaper to let the test results pile up in the cupboard.

Mr Baker's announcement is of profound significance if he survives to carry it through. He told the Select Committee nothing about resources, but the more he seeks to lay down the curriculum the more surely he gets drawn into questions of staffing. If he prescribes science for all, he must find science teachers for all. If he wants a second language for all from 11–16, he must ensure that every school is properly staffed. All this implies more and more intervention by him, more and more executive action, more and more civil servants. Those who have advocated "curriculum-led" staffing have always recognized this logic, and seen it as a way of enforcing demands for resources of all kinds. Does Mr Baker understand this? Is he prepared to follow this road to the end? Or will he be off somewhere else before the crunch comes?

Optimism from IT

Education is at the centre of the view of the future set out by the Long-Term Perspectives Group of the Information Technology Economic Development Committee, whose report *IT Futures . . . IT can work* was published yesterday (page 13). It is subtitled an "optimistic view", which is encouraging, but it isn't clear how much substance is left when the froth of IT-speak is blown off.

It is a strange mixture of prescription and prophecy. Presumably the optimism is contigent upon its prescriptions being adopted in the future. These include much more education and training all round.

They also want to see employers providing training for payment in all manner of skills and occupations – and then the government funding young people to buy the training of their choice. They expressly reject the economic theory that employers should only train for their own projected needs.

The authors' special interest in Information Technology does not predispose them towards the Government's policy of switching the balance of higher education towards science and technology at the expense of the humanities.

"In our view of the future, Britain may have to capitalize upon originality, artistic creativity, design flair and professional expertise as much as our technical prowess. We may have to blend art and science as in television broadcasting. We must compete but let us not ignore our areas of competitive strength."

... no comment

"HM Prison and Youth Custody Centre, Drake Hall, Eccleshall, Nr Stafford. Lecturer Grade I in Access Education and Open Learning."
From Staffordshire County Council education department's internal vacancy list.

Second opinion

The outcomes mustn't be job-specific

The Manpower Services Commission is poised to use its contracts to enforce mandatory equal opportunities on the Youth Training Scheme, while it should be encouraging managing agents to offer training which are worth having, a different matter to enforce. Training qualifications, without a recognized and acceptable framework, have been set. Yet this appears to be happening.

To arrive at mandatory conditions, the MSC has made "lead bodies" in industry responsible for producing the rapidly developing vocational training schemes for a wide range of occupations. And these bodies have been left to go their own way. The YTS is predicated on a competence based modular approach, but "lead bodies" have no common language and no shared conception of competence.

A module, for example, may be something that may be a few hours or two, or which may last several months. Without a framework there is the possibility of an infinite variety of modules, lacking coherence and transferability.

There is also the question of how industry's "lead bodies" are chosen. Some 120 industry training organizations and 85 group training councils exist. These range from mandatory industrial training boards to a plethora of non-statutory bodies, some of which have a common interest, some of which may have had difficulty in agreeing who should become a "lead body".

The YTS is expected to produce outcomes – including positive attitudes, transferable skills and the ability to apply them – to which young people are entitled to claim. The MSC has so far failed to carry on some key, political and social bodies such as the Confederation of British Industry Training Board, and the Council for Vocational Qualifications is expressing concern about the potential conflict between the MSC's specific requirements of employers and the broader objectives which need to be met by qualifications. Such objectives are essential both as the basis for further and higher education and for immediate employment.

Given the position of YTS leavers in the labour market, the qualifications are not appropriate: of all YTS leavers, most 30 per cent go into jobs that matches their occupational family.

Yet with employers the dominant group within YTS, what certainty is there that the quality of all four YTS entitlements will be preserved? And what of the objectives such as more equality when some "jobs", for example, in construction, are in white, male preserves?

In any case, at the moment the MSC itself is revising its programme on standards of competence in accordance with its own priorities and well-established and when discussions are underway on the respective roles of the organizations, isn't it premature to enforce mandatory equal opportunities?

Certainly, without a qualification framework which offers unit credit transfer and accepted outcomes of YTS, vocational bodies are in danger of a system which, lacking in coherence and cohesion, is even more inefficient and dysfunctional for those people than the present system.

Mick Farley is senior adviser for further and higher education, Liverpool. He is currently on secondment to the MSC as quality adviser for the YTS.

IN BRIEF

Union warns of kangaroo court

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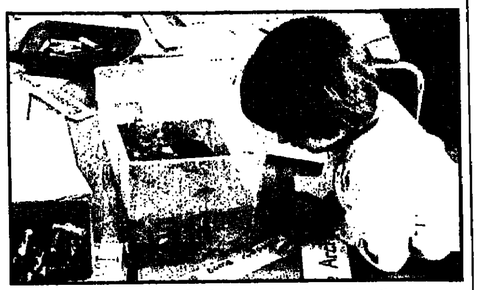

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"It is difficult to reconcile Mr Baker's eagerness to pass a law with his stated desire to obtain a national consensus," said one official.

One explanation of the Secretary of State's haste would be his desire to have the proposal put in the Conservative election manifesto.

Mr Baker is convinced it will prove popular with parents, providing them with evidence to judge the performance of their children, schools and teachers.

A key element of the Conservative election campaign will be "parent power", exemplified by manifesto promises to introduce laws giving heads and governors more control over schools, and now a national curriculum complete with regular testing.

Soon after Easter, two working parties will begin considering what should go into the core curriculum, first concentrating on primary maths and science.

It is anticipated that most of the working parties' members will be teachers. Their reports will form the basis of consultative documents to be distributed to all interested groups. Mr Baker told the committee that he hoped for the widest possible participation in consultations.

He was convinced there existed a "national consensus" on the need for a core curriculum, and he did not believe it was a "party matter".

The reality is that, while most educationists favour a national curriculum, there is no consensus on what, say, should constitute a core history curriculum.

The unions already reject "benchmark" testing and will stress the need for additional resources if the plans were to be implemented. The National Union of Teachers has long held that a national curriculum already exists – and the real problem is lack of staff.

Both Labour and the Alliance will call for more resources and resist any Conservative attempt to impose a curriculum unacceptable to teachers.

'Giving effect to a broad consensus'

These are the main points from Mr Baker's announcement to the select committee.

"Pupils are entitled to a curriculum that draws upon individual talents and which challenges the child. This can be guaranteed only if it is required and enforceable by law. That is the principle on which the Government now intends to stand.

The Government wants the national curriculum to be as good as the best minds in the country can make it. The level of attainment to be aimed at and the content of what is taught should reflect the best practice of our good schools.

The duties placed on the schools should leave full scope for good teaching, and for this country's tradition that teachers use their professional talents and skills to adapt the work to each pupil and to develop new approaches as new needs arise.

But two aspects of our educational tradition will have to be modified. First, we can no longer leave individual teachers, schools, or l.e.a.s to decide the curriculum children should follow. It is no longer acceptable that many children have a much less good curriculum than others through the accident of where they happen to go to school, or where they live.

Second, it is not right that hardly anyone knows with any clarity or in any detail what the schools are trying to do for their pupils. Parents are entitled to know what the schools seek to teach and how well they succeed in teaching it. Once they have that evidence, schools can be judged fairly.

Once the school itself has clear objectives, all the staff will know where they are and what is expected of them. Pupils will be motivated by clear expectations, and parents, employers and the public will know better how to give effective support to the school. A good curriculum will attract commitment all round.

The Government intends to legislate early in the next Parliament to establish a national curriculum brought about by the co-operative efforts of the education service, the providers and its customers. My aim is that when the Secretary of State sets out the national curriculum, he will not be imposing his will but giving effect to a broad national consensus.

We want to ensure that pupils have a well-balanced foundation curriculum suitable to their abilities and aptitudes which, during the compulsory period, includes not only maths and English, but also science, foreign languages, history, geography and technology in its various aspects. Time should be found for music, art and physical education. Religious education is covered by the 1944 Act . . .

For each subject within the foundation curriculum, it will be necessary to determine clear and challenging attainment targets for the key ages of seven, 11 and 14. These targets should allow for variations in ability. They should not result in an unduly narrow approach to teaching and learning.

Having established the attainment targets, it will be necessary to determine and define the essential content, skills and processes of what has to be covered and taught in each subject. This approach parallels what is now being developed for the 14–16 period through GCSE.

I emphasize that what is defined will be a core: it should leave ample scope for teachers to build around it, to exploit individual pupils' abilities, and to determine their own methods of teaching for the whole ability range . . .

Having decided the core of what should be learnt, we need to assess pupils' performance in relation to the attainment targets. Those attainments which can be tested will be tested at the key ages.

But we do not want teachers to teach only what is testable, so it will be essential also to assess work done in the class at the key ages. The tests and the assessments would fall to the teachers, but both would be externally moderated."

Careers may be included

Careers education requirements may be added to the planned national curriculum if local authorities fail to meet guidelines issued this week.

The guidelines were announced jointly by Mr Kenneth Baker, who is responsible for careers teaching, and Lord Young, the Employment Secretary, who oversees the careers service, at the annual conference of the careers service in London on Wednesday.

They have called on authorities to review careers education and guidance and drawn up plans to integrate them and to improve practice all round.

Eighty chief education officers attended the conference, which is normally restricted to careers officers. They were told that careers preparation should begin in primary schools, which should nominate members of staff to ensure that "positive attitudes to work" are encouraged.

Mr Baker – who has just received the results of a National Association of Careers and Guidance Teachers' survey which showed that careers work is starved of resources in many schools – told the conference that "a huge amount" could be achieved without spending money.

***Working Together for a Better Future* is published by the DES, DE and the Welsh Office and is produced by Central Office of Information.**

Government closes contract loopholes

Continued from page 1

their selective half-day strikes against the loss of negotiating rights after Easter.

The NAS/UWT is also meeting next week to discuss a work-to-contract next term.

Meanwhile, it was announced this week that the Government is offering a Baker-style pay and conditions package to about 18,000 teachers in Northern Ireland – but wants to worsen cover arrangements in the province.

Some casual supply staff will have an effective pay cut of £20 a day, as well as having fewer opportunities to work, the NAS/UWT claimed this week.

All schools at present enjoy cover for absent staff from the first day but the proposals would keep that system only for the smallest primary schools.

The promotion allowance available to the most senior teachers is also lower than in England – £4,000 compared to £4,200 – and some teachers will lose special class allowances.

The Government is the sole paymaster in Northern Ireland, although not the employer, and the unions are left to consider whether to try to negotiate some improvements when the two sides meet next week, to agree an unpopular deal, or to challenge the Government to suspend collective bargaining in the way it has done in England and Wales.

● Mr Trevor Clay, general secretary of the Royal College of Nursing, this week called on the Government to give nurses a similar pay rise to that awarded to teachers.

Structural failure, page 21

Alliance drafts 12-point plan

The SDP/Liberal Alliance has set itself the modest task of making Britain the best educated and best trained nation in the world.

Mr Paddy Ashdown, Liberal education spokesman, told a House of Commons press conference on Wednesday that the Alliance had a 12-point plan for a "fresh start" to rebuilding the education system.

The programme includes reform of the A level system, a new ministry of education and training, greater control for schools over their own management and financial affairs, an independent review body for teachers' pay and conditions and a doubling of the proportion of 18-year-olds entering higher education by 2000.

TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Thumbs down from parents

Public opinion polls aren't everything, the politicians tell us. Yet they watch their ups and downs as closely as stockbrokers watch the market. So it is with the *TES*/MORI poll this week. It gives a limited snap-shot of public opinion about teachers' pay and their industrial action. Nobody – union leaders, parents' leaders, Mr Baker himself – can fail to test their own confident assertions about the attitudes of parents and the public against this new evidence.

The size of the majority against the teachers' strikes in support of their right to negotiate on pay, is a vindication of Mr Baker's political assessment – at least in the short term. From the teachers' point of view this is bad news, but it will not come as a great surprise. Even the parents' leaders, who have done their best to show solidarity with the teachers, have understood all along that teachers were not going to win over the parents by sending children home.

It could be argued that the size of the minority supporting the teachers is more remarkable than the size of the majority against them. But no amount of rationalization can make this poll good news for the teachers as they go into their Easter conferences. A guerrilla campaign through the summer would be more likely to discourage the minority than browbeat the majority.

The teachers have cultivated the idea that they are badly paid. This is at best a vague concept. What is "well-paid" or "badly-paid", is in the eye of the beholder and depends on unspoken comparisons with other jobs. Houghton thought the teachers were badly paid. A case can be made out – and *The TES* would support it – that teachers in maintained schools have always been poorly paid, and that the recent pay increase (though a welcome step in the right direction) still leaves a lot to be desired.

But how general has this belief ever been? The poll shows that a solid majority think teachers are not underpaid. Even among the AB class – the section of the community most likely to have educational backgrounds and qualifications similar to the teachers' – only 42 per cent think teachers are hard done by, compared with 47 per cent who don't.

By making it a straight fight between himself and the teachers' unions, Mr Baker has played his political trump. The teachers have a lot of leeway to make up if they are to win this battle for public support. And if they can only protest by taking action which further antagonizes the public, they are on a hiding to nothing.

Mr Baker is now stating as a fact that teachers' pay rates are attractive and offer "good" salary prospects, and he now has some excellent figures for recruitment to teacher training which he is using to back up his claim. Admittedly he is assuming that news travels very fast, but applications for entry to BEd, PGCE and Cert Ed courses are now running 12 per cent up on 1986. And in shortage subjects like maths and CDT, the increase is much higher (page 5). The growth of numbers in CDT is particularly gratifying.

The Teaching As A Career (TASC) programme is wholly to be welcomed and the first response to the press advertisements which have been appearing in recent weeks has been very encouraging. The comparisons with 1986 are, of course, flattering because the 1986 recruitment was as dramatically below target as this year looks like being above. All the extra recruiting so far recorded (or almost all) was during the lull before the NUT and NAS/UWT resumed their programme of strikes.

Also in the news this week, the Royal College of Nursing has been using the teachers' 16.8 per cent pay award as leverage for a rise for nurses. Mr Trevor Clay, the general secretary of the RCN, is not above using what the teachers won by direct action to bolster the claims of his own members who have abjured strikes. Whatever ambivalence the public feels about teachers, the nurses enjoy a large measure of public support, and every time the TV screens show pictures of wards shut down for lack of nursing staff, it ought to strengthen Mr Clay's hand.

The archaic methods of selecting and training nurses probably have a good deal to do with the recruiting figures, quite apart from the pay. The sooner Mr Norman Fowler grasps this nettle – and invokes the co-operation which the polys would be only too delighted to give – the better. But who is going to volunteer for jobs like nursing in Mrs Thatcher's Britain? Only someone perverse enough to stand out against the tide and put the rewards of helping other people ahead of self-interest, money-making and getting on. It will take more than a few percentage points on the pay package to restore nurses' morale.

COMMENT

Tip-top timetables

Mr Baker has now spelled out in a bit more detail his plans for a national core curriculum (page 3). Unfortunately, for every question he answers he raises two more. He seems to have an amazing faith in what Parliament can do which is either naive or a way of side-stepping snags.

Mr Baker senses that there is a political consensus at Westminster for a new deal which would require all pupils everywhere to follow the same core courses. But his words perfectly exemplify his adopted naivety: "the Government intends to legislate early in the next Parliament to establish a national curriculum *brought about by the co-operative efforts of the education service, the providers and the customers* [our italics]. My aim is that when the Secretary of State sets out the national curricula, he will not be imposing his will but giving effect to a broad national consensus". Unfortunately, although our constitution has to pretend that Parliament is all-powerful, no minister can legislate "co-operation". This is a hollow statement. Given the complex and contentious relationships between the Secretary of State and his partners, it has become increasingly unrealistic to expect to avoid the linkage of one area of potential disputation from another.

The same naivety shone out at the very beginning of Mr Baker's statement. "Pupils," he said, "are entitled to a curriculum that draws upon individual talents and which challenges the child. This can be *guaranteed only if it is required and enforceable by law* [our italics]."

Unfortunately this is grandiloquent but meaningless. No matter how hard Mr Baker or Parliament try they can no more "guarantee" a good curriculum than fly. Nor can they enforce it by law. Does he intend to give the right of enforcement to parents by civil action? Or are we going to see the Secretary of State trying to enforce the impossible guarantee by intervening in every classroom at every hour of the day?

Of course, the truth is that Mr Baker is neither as naive nor as ambitious as he pretends. What will emerge in practice will simply be a large bureaucratic system enforcing a bit more uniformity on 20,000-odd primary schools and 5,000 secondary schools (already heavily controlled through the examination system). It will be neither as oppressive as Mr Baker's words might suggest, nor yet will it live up to his hopes.

It's all about teaching; there is nothing about learning. It treats the curriculum as if it were simply a set of subjects on the timetable. His "very strong working groups" can write programmes to turn the Baker timetable into a set of study plans. But in reality the curriculum doesn't only consist of what the teachers bring to the class, it also turns on what the class brings to the teacher. The uniform curriculum prescribed from on high by what Mr Baker laughingly calls "the best minds in the country" will still mean something different in every classroom in the land.

Mr Baker is clear that he does not want the whole timetable to be dictated nationally; and that he recognizes the danger that his benchmarks at 7, 11 and 14 could become basic minima to which teachers gear their training. He sees the danger, says it will be avoided, but gives no indication how, beyond saying that the teacher should allow for variations in ability.

Allen Curless

This all-powerful Parliament will have a job on its hands "guaranteeing" that all Mr Baker's contradictory aims are met. Much more likely is that the bench-marks – internally tested and externally moderated – will become over-important in a school system already prone to allowing exams to be dangerously dominant. But not necessarily so: it could be otherwise if the tests were used for diagnostic purposes not just as a check on teachers and pupils. Experience shows this is expensive. It is much cheaper to let the test results pile up in the cupboard.

Mr Baker's announcement is of profound significance if he survives to carry it through. He told the Select Committee nothing about resources, but the more he seeks to lay down the curriculum the more surely he gets drawn into questions of staffing. If he prescribes science for all, he must find science teachers for all. If he wants a second language for all from 11–16, he must ensure that every school is properly staffed. All this implies more and more intervention by him, more and more executive action, more and more civil servants. Those who have advocated "curriculum-led" staffing have always recognized this logic, and seen it as a way of enforcing demands for resources of all kinds. Does Mr Baker understand this? Is he prepared to follow this road to the end? Or will he be off somewhere else before the crunch comes?

Optimism from IT

Education is at the centre of the view of the future set out by the Long-Term Perspectives Group of the Information Technology Economic Development Committee, whose report *IT Futures . . . IT can work* was published yesterday (page 13). It is subtitled an "optimistic view", which is encouraging, but it isn't clear how much substance is left when the froth of IT-speak is blown off.

It is a strange mixture of prescription and prophecy. Presumably the optimism is contigent upon its prescriptions being adopted in the future. These include much more education and training all round.

They also want to see employers providing training for payment in all manner of skills and occupations – and then the government funding young people to buy the training of their choice. They expressly reject the economic theory that employers should only train for their own projected needs.

The authors' special interest in Information Technology does not predispose them towards the Government's policy of switching the balance of higher education towards science and technology at the expense of the humanities.

"In our view of the future, Britain may have to capitalize upon originality, artistic creativity, design flair and professional expertise as much as our technical prowess. We may have to blend art and science as in television broadcasting. We must compete but let us not ignore our areas of competitive strength."

. . . no comment

"HM Prison and Youth Custody Centre, Drake Hall, Eccleshall, Nr Stafford. Lecturer Grade I in Access Education and Open Learning."
From Staffordshire County Council education department's internal vacancy list.

Second opinion

The outcome mustn't be job-specific

The Manpower Services Co[illegible] is poised to use its contracting [illegible] enforce mandatory qualifi[illegible] the Youth Training Scheme while it should be mana[illegible] managing agents to offer qu[illegible] which are worth having, is a different matter to enforce [illegible] qualifications, without an [illegible] and acceptable framework [illegible] been set. Yet this appears to [illegible] happening.

To arrive at mandatory [illegible] tions, the MSC has used the [illegible] "lead bodies" in industry [illegible] produced the rapidly discred[illegible] trative schemes for a young [illegible] And these bodies have [illegible] left to go their own way. So [illegible] YTS is predicated on a [illegible] based modular approach, [illegible] bodies" have no common [illegible] and no shared conceptual [illegible]

A module, for example, is [illegible] something that may be achi[illegible] hour or two, or which [illegible] several months. Without [illegible] framework there is likely [illegible] infinite variety of modules [illegible] coherence and transfer [illegible]

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'Giving effect to a broad consensus'

These are the main points from Mr Baker's announcement to the select committee.

❝Pupils are entitled to a curriculum that draws upon individual talents and which challenges the child. This can be guaranteed only if it is required and enforceable by law. That is the principle on which the Government now intends to stand.

The Government wants the national curriculum to be as good as the best minds in the country can make it. The level of attainment to be aimed at and the content of what is taught should reflect the best practice of our good schools.

The duties placed on the schools should leave full scope for good teaching, and for this country's tradition that teachers use their professional talents and skills to adapt the work to each pupil and to develop new approaches as new needs arise.

But two aspects of our educational tradition will have to be modified. First, we can no longer leave individual teachers, schools, or l.e.a.s to decide the curriculum children should follow. It is no longer acceptable that many children have a much less good curriculum than others through the accident of where they happen to go to school, or where they live.

Second, it is not right that hardly anyone knows with any clarity or in any detail what the schools are trying to do for their pupils. Parents are entitled to know what the schools seek to teach and how well they succeed in teaching it. Once they have that evidence, schools can be judged fairly.

Once the school itself has clear objectives, all the staff will know where they are and what is expected of them. Pupils will be motivated by clear expectations, and parents, employers and the public will know better how to give effective support to the school. A good curriculum will attract commitment all round.

The Government intends to legislate early in the next Parliament to establish a national curriculum brought about by the co-operative efforts of the education service, the providers and its customers. My aim is that when the Secretary of State sets out the national curriculum, he will not be imposing his will but giving effect to a broad national consensus.

We want to ensure that pupils have a well-balanced foundation curriculum suitable to their abilities and aptitudes which, during the compulsory period, includes not only maths and English, but also science, foreign languages, history, geography and technology in its various aspects. Time should be found for music, art and physical education. Religious education is covered by the 1944 Act . . .

For each subject within the foundation curriculum, it will be necessary to determine clear and challenging attainment targets for the key ages of seven, 11 and 14. These targets should allow for variations in ability. They should not result in an unduly narrow approach to teaching and learning.

Having established the attainment targets, it will be necessary to determine and define the essential content, skills and processes of what has to be covered and taught in each subject. This approach parallels what is now being developed for the 14–16 period through GCSE.

I emphasize that what is defined will be a core: it should leave ample scope for teachers to build around it, to exploit individual pupils' abilities, and to determine their own methods of teaching for the whole ability range . . .

Having decided the core of what should be learnt, we need to assess pupils' performance in relation to the attainment targets. Those attainments which can be tested will be tested at the key ages.

But we do not want teachers to teach only what is testable, so it will be essential also to assess work done in the class at the key ages. The tests and the assessments would fall to the teachers, but both would be externally moderated.❞

Careers may be included

Careers education requirements may be added to the planned national curriculum if local authorities fail to meet guidelines issued this week.

The guidelines were announced jointly by Mr Kenneth Baker, who is responsible for careers teaching, and Lord Young, the Employment Secretary, who oversees the careers service, at the annual conference of the careers service in London on Wednesday.

They have called on authorities to review careers education and guidance and drawn up plans to integrate them and to improve practice all round.

Eighty chief education officers attended the conference, which is normally restricted to careers officers. They were told that careers preparation should begin in primary schools, which should nominate members of staff to ensure that "positive attitudes to work" are encouraged.

Mr Baker – who has just received the results of a National Association of Careers and Guidance Teachers' survey which showed that careers work is starved of resources in many schools – told the conference that "a huge amount" could be achieved without spending money.

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Government closes contract loopholes

Continued from page 1

their selective half-day strikes against the loss of negotiating rights after Easter.

The NAS/UWT is also meeting next week to discuss a work-to-contract next term.

Meanwhile, it was announced this week that the Government is offering a Baker-style pay and conditions package to about 18,000 teachers in Northern Ireland – but wants to worsen cover arrangements in the province.

Some casual supply staff will have an effective pay cut of £20 a day, as well as having fewer opportunities to work, the NAS/UWT claimed this week.

All schools at present enjoy cover for absent staff from the first day but the proposals would keep that system only for the smallest primary schools.

The promotion allowance available to the most senior teachers is also lower than in England – £4,000 compared to £4,200 – and some teachers will lose special class allowances.

The Government is the sole paymaster in Northern Ireland, although not the employer, and the unions are left to consider whether to try to negotiate some improvements when the two sides meet next week, to agree an unpopular deal, or to challenge the Government to suspend collective bargaining in the way it has done in England and Wales.

● Mr Trevor Clay, general secretary of the Royal College of Nursing, this week called on the Government to give nurses a similar pay rise to that awarded to teachers.

Structural failure, page 21

Alliance drafts 12-point plan

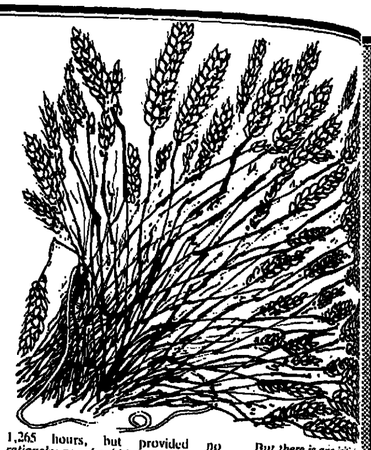
The SDP/Liberal Alliance has set itself the modest task of making Britain the best educated and best trained nation in the world.

Mr Paddy Ashdown, Liberal education spokesman, told a House of Commons press conference on Wednesday that the Alliance had a 12-point plan for a "fresh start" to rebuilding the education system.

The programme includes reform of the A level system, a new ministry of education and training, greater control for schools over their own management and financial affairs, an independent review body for teachers' pay and conditions and a doubling of the proportion of 18-year-olds entering higher education by 2000.

Peter Smith suggests how the unions could recapture the initiative and show true professionalism now that they have been marginalized over pay and conditions bargaining

Divided we fall . . .



The arguments for teacher union *amalgamations* have been obvious for some time. The Burnham/Acas *débâcle*, no matter who was to blame, has merely pointed up the logic.

The commercial case is almost unarguable. The subscription income currently funding duplicated bureaucracies – however individually efficient – would be reduced. Some of that liberated revenue could be returned to members *in improved services*. Some could be used for more cost-effective public campaigning. Teachers would get better value for money. They would be better served in other ways too.

Historically, the various teachers' unions came into being because there were different interests within the profession and identifiable tensions between them. Those tensions will always be hard to reconcile. The task is infinitely harder when they are institutionalized by too many unions competing in a shrinking membership market.

No longer acknowledged as conflicting priorities which can never be simultaneously achieved, the tensions become articles of faith on which compromise is impossible. The resulting and furious scrubbing of dirty linen in public is damaging by any test. Teachers are baffled by their leaders' negotiating manoeuvres; the employers are unable to work out which temporary coalition of unions might deliver an agreement and actually abide by it; the public loses sight of the essential issue over which the unions were trying to win their support; politicians capitalize on the chaos or fill the vacuum, depending on which way you interpret it.

The message of the Teachers' Pay and Conditions Act and the Government's capacity to extend it beyond its initial three-year term is clear. According to Kenneth Baker, unless the unions can sort themselves out and develop the taste for real negotiation, somebody *else* had better do it for them. But there is a hidden curriculum too. Mr Baker's repeated assurance that the Act is merely interim, that he has no wish to be the determinant of teachers' pay and conditions, is more than slick public relations. The truth is that he doesn't want the hassle of presiding over a factionalized profession for a moment longer than he has to. If there's going to be any unpopularity over pay and conditions settlements, and in the long run there always is, he'd sooner it fighted on the unions.

The complementary reluctance of the unions to shoulder the invidious burden is ironically one of the reasons why I do not believe that mergers will actually happen – and certainly not by 1990. The crucial issue is not, in reality, the unions' recovering the right to negotiate; it is their preparedness to assume the responsibility of striking bargains rather than attitudes, and bargains with inevitable shortcomings and imperfections.

Troubled state – page 10

The other reasons why I do not predict union mergers hardly matter. What does matter, if I am right, are the alternative means by which they meet the challenge which the Government, whatever its motives, has thrown down. Marginalized over pay and conditions bargaining, the precise terrain over which they have traditionally recruited against each other, how will the still divided unions recapture the initiative?

The most immediate problem – the absence of any national forum in which teachers hew out agreements – need only be temporary. The local authorities have already signalled their wish for a joint employer-employee body to negotiate matters of common interest. We should not be too mesmerized by Mr Baker's imposed settlement to identify what they might be.

The most obvious is also the most urgent: how will the plenary Baker conditions of service framework actually be implemented day-to-day in schools? There are five options at least: pretend that the framework doesn't exist and muddle along; accept that is does and, by a mixture of bloody-mindedness and working to rule, seek to subvert it; allow it to be interpreted in as many different ways as there are schools; allow different local authorities to interpret it in 104 different ways; or seek national agreement on how it should be applied.

The most responsible of those options seems to me to be self-evidently the last. It is in the interests of all teachers wanting restored peace, if only because they cannot stand the prospect of endless turmoil with no obvious goal except self-inflicted stress. It is in the interests of all teachers – heads included – anxious to see clear, orderly and fair industrial relations and personnel practices in schools. By no means least, it is the most consistent with the unions' argument for fully restored negotiating rights.

The starting point for such an agreement seems to me equally obvious: a decision on how the 1,265 hours per year which teachers will work under the direction of their heads should be allocated. For the majority of the local authorities and the two unions signatory to the Acas agreement that should be easy, for they have already subscribed to a clear, workable understanding. It had resource implications above the Baker cost ceiling, but the authorities repeatedly went out of their way to make clear that they would meet them.

Mr Baker has adopted the total 1,265 hours, but provided no rationale: nor should he be invited to, unless we are to connive in the very imposition we all oppose. It is for the teachers' unions and employers to underpin it with their own. The first test of the collective will to negotiate could be for them to do just that – and in show of union solidarity on that issue, however narrow, would do more for ordinary teachers than any amount of platform rhetoric.

If there is a need for post-Baker damage *limitation*, there are also initiatives over which the unions can collaborate. One is a legacy of the Burnham Committee itself – and in danger of disappearing with it.

In its final days, the teachers' panel, admittedly conscious of its imminent dissolution, considered detailed proposals for establishing a jointly funded, independent secretariat. Its main role would have been to collect and analyse data on pay levels and movements as a basis for future salaries claims within the Burnham Committee. Does the abolition of the committee justify abandoning that project when the teachers' organizations need more than ever to present a statistically well-founded and coherent case? That makes no sense, and in my view it should be revived immediately.

But there is one initiative whose time has come – the establishment of a general teaching council. Talked about for years, the idea of a professional governing body for teachers has never been more a nightmare of an undertaker's best and poorly-managed vehicle for supposed mourners. It has.

Establishing a general teaching council to advise on teaching standards, entry standards for initial teacher training, govern induction and probation arrangements, identify inservice training needs, and be clear on discipline is no longer a deferrable activity. It was the most tangible evidence that unions can put to rest the sectional interests for which they are blamed for the whole profession.

It would be the most telling sign that teachers are willing to put their own house in order. It would be practical proof that they do not need, and never had needed, Mr Baker's solution to unionism.

Peter Smith is deputy general secretary of the Assistant Masters and Mistresses Association, but the views in this article are his own.

Brian Sams (right) takes issue with Tory colleagues such as Philip Merridale (left) and argues that the Government is still committed to local decision-making

How to safeguard your power base

The objectives of the Conservative Education Association, recently formed, seem little different from those of the Labour-inspired Campaign for the Defence of *Local Education*. They are both designed to resist radical reforms in education by central government.

Disputes between the local councils and central government about who should be responsible for the different services, and which groups should take decisions at which levels, are not new.

Labour governments in the past have not been backward in trying to influence local councils to adopt their political line, although their successes have been few. Circular 10/65 attempted to coerce education authorities into changing their systems of secondary education from the grammar school mode to a comprehensive one. The effect of 10/65 was felt mainly in Labour authorities.

Tory authorities were generally not so convinced, and it took another decade for a Labour government to legislate for comprehensives, although not entirely successfully.

Why is there so much renewed concern about the Government apparently seeking to dominate local councils?

No one disputes the right of governments to legislate. Legislation often places responsibilities and duties upon local councils. The 1981 Education Act is a case in point. The desirability of its provisions are not in question, nor is the fact that, without action from the centre, very little would have been achieved at all in moving special needs pupils into mainstream schools. But this is hardly a "take-over" of local education policymaking.

City technology colleges are under attack by pressure groups which claim they will have an adverse effect upon state schools. I recall, not so long ago, we had direct grant schools and local authority places in independent schools. Surely, if local councils fail to provide variety and choice of school, then they should not complain when the Government involves itself.

An early battle occurred when Sir Keith Joseph introduced the Education Support Grant system. I supported the decision at the time since it seemed reasonable to me that, as about 50 per cent of education expenditure comes from the Government, then it should have a say in how some of it is to be spent.

While the Secretary of State's powers to spend public money have always been limited, the same cannot be said for the Employment Secretary, who is responsible for the Manpower Services Commission.

This seemed to cause no difficulties in the early days, particularly since many councils were making a financial killing out of such schemes as TOPS. But then, two years ago, the publication of the *Training for Jobs* White Paper caused great consternation. Here, the MSC was actually to be involved with courses provided in the FE colleges. Again finance was to be used to get the compliance of l.e.a.s.

Local councils still retain control, but they are now having to address national policy and local industry's needs, whether they like it or not. Who can doubt that a weaker approach by the Government two years ago would probably still be at the consultation stage today?

The idea of a national core curriculum seemed set to become another bone of contention. Following the announcement of this initiative, some colleagues seemed to be anticipating the death of education as a local service. To me this is a gross overreaction. There is really so much that needs to be done to sort out a basic curriculum for children throughout the system. Education authorities, and their school governing bodies, have always had responsibility for the curriculum, but have rarely exercised this authority. Nevertheless, through various devices, and by pressure of a most insidious kind, some Labour councils have actually been influencing the curriculum, and in a most undesirable way.

The heat has recently been taken out of the curriculum debate to some extent by announcements by Giles Radice that the Labour Party plans also to go for a national curriculum if it gets control at the next election!

The Technical and Vocational Education Initiative was also opposed by many councils, but in the end, the amount of cash available has been hard to resist; and who can really doubt its educational advantage to thousands of pupils? Would TVEI, or anything like it, have happened without action from the centre?

Legislation for initiatives is one thing; legislation to remove the powers of l.e.a.s is something else.

This brings me to the recent problems surrounding teachers' pay. We all know what has occurred over the past two years. In order to try to resolve the impasse in negotiations a variety of devices was adopted.

In 1985, after one year of stalemate, arbitration had to be used to get a settlement. In the following year, Labour took control of the management side from the Conservatives following the county elections. It thought this would solve the issue; it didn't.

Then the Labour group took away the weighted vote of the Secretary of State; they still did not get a settlement. Then the leader of the employers' side was changed; again an agreement was still not possible. The balance of power in the teachers' side was changed, when the National Union of Teachers lost its majority; again no agreement. Isn't it staggering to think that the present industrial action is being invoked principally to restore national bargaining machinery of this very same kind?

It seems to me that an independent review body or the proposed advisory committee is an obvious step forward. It will be able to receive evidence from all sides, so the teachers and employers will still have a major role to play.

Other groups in the public service work in this way, so why should not the teachers try it? The l.e.a. will always have such issues as appointments, deployment and redeployment, disciplinary matters, and in-service training entirely within their control. Even more control over pupil-teacher ratios, and hence numbers of teachers, than they had 15 years ago "quotas" existed.

We hear of great concern that education is now to be taken out of the hands of l.e.a.s. I wonder why they have at the moment. Training for advanced further education is determined by the Government, the distribution of it. (The Advisory Body for Public Sector Education only advises.) Teachers are run at the behest of the Department of Education and Science and the Council for National Academic Awards, professional bodies. (Regional advisory councils only advise.)

To demonstrate that the Government is still committed to decision-making, I might cite an area where greater freedom has been introduced. Although capital spending controls are still with us, there is more scope for determining priorities then when I became a chairman of education 13 years ago. In those days, you could only build a school to cater for "roofs over your head" and there were strict cost guidelines. Today, my authority is considering two schools to replace two primaries that will then be closed and the sites sold. Capital receipts can be used to move forward other building programmes. Surely this represents an improvement in local democracy?

To me, the important thing is that the whole debate is the development of a local education service, irrespective of who provides the initiatives. There is too much little basic indifference between educational needs of individuals in different localities. Most of the developments by central government have occurred because of important lack of initiative by the local authorities.

Local councillors are very proud of their empires; in fact, one gets the impression that it is their property, that they are intent on protecting rather than the service from change.

Brian Sams is chairman of the education committee and Conservative leader on the Association of Metropolitan Authorities' education committee.

DIARY

Means wiles

The deeply divided teachers' unions are in dire need of a Henry V or a Churchill behind whom they can unite to defeat the wily and formidable Mr Kenneth Baker. Instead, it seems, they have a Machiavelli in their midst.

A document, stamped confidential and sent to all NAHT branch secretaries from head office giving advice on how to be good trade unionists, is a positive masterpiece of political agility. The message of old Niccolò – that the end justifies the means – is apparent in practically every line.

The union shop stewards are exhorted, for example, to "know thine enemy", to "hear all, see all, but reveal little", to "beware of corresponding with politicians", and to "remember that politicians are usually more interested in vote-catching than in educational principles".

The most revealing bits, however, come when the "secret" document turns to giving advice on doing business with other teacher union officers. This is a sample: "We all have trouble with our members' (without ever naming any) is a useful sentiment to express and gives a good but false impression of being 'all pals together', which can be used to your advantage."

The document was sent under a covering letter from the NAHT's general secretary, Mr David Hart, who says the advice is intended to "prevent misunderstandings", and to emphasize the need for "tact and diplomacy".

Unfortunately, such intentions are likely to be misunderstood when news of them falls into the wrong hands.

Powys failure

Here's trouble for you from the Land of Song. A report by HM Inspectors, based on a visit to the Welsh language Ysgol Dyffryn Conwy at Llanrwst, Powys, two years ago, has not been published.

The official explanation is that there have been problems translating the report from English into Welsh. Steps have now been taken to resolve those hold-ups, according to the Welsh Office, so the HMI report should be out soon.

But this has not satisfied Mr Wyn James, general secretary of the Welsh teachers' union, UCAC, who wants to know why HMIs who visit Welsh-medium schools are apparently incapable of writing their reports in Welsh as well as English.

Trotting them out

Thanks to a breathtaking technological breakthrough, the National Union of Teachers will for the first time be offering delegates at its annual conference, which begins next weekend in Eastbourne, instant video recordings of their performances at the rostrum.

Unfortunately, it could become a bore's charter. One of the uses to which it could be put, according to the union's organ, *The Teacher*, is to play back excerpts of conference debates to NUT members in school. However, it could be particularly useful to Trotskyist union members in emptying the staffroom so they can get on with forcing through their own items on the agenda.

Aids *mémoire*

The silly season seems to be starting early this year. At any rate, the number of people who are prepared to make light of the great Aids scare seems to be growing.

The latest daft wheeze comes from Trent Polytechnic students, whose newspaper, *Nottingham Student*, has just proclaimed 1987 "Year of the Condom".

Acronym

Barry Hugill analyses the new *TES*/MORI poll on attitudes towards the teachers' dispute

Only 1 in 3 back claim for higher pay

The *TES*-commissioned MORI poll is the first reliable indicator of what parents actually think about the long-running dispute between the teacher unions and the Government.

The sample was of 1,609 adults in 160 constituencies in England and Wales. All interviews were conducted face-to-face between March 26 and April 2 and the data were weighted to reflect the known population profile.

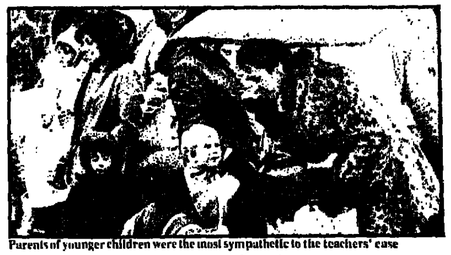
Not all of the people interviewed were parents but when the results were broken down it showed that there was no difference between the views of the sample as a whole and those with children of school age.

To the question, "On balance, do you think teachers are underpaid or not?" 33 per cent answered yes and 54 no.

Thirty-nine per cent thought teachers justified in taking strike action over the Government's removal of their rights to negotiate on pay, with 54 per cent considering there was no justification for strikes.

There were, however, variations in response when the answers were broken down according to the age of the parents' children.

Parents with children aged six to nine were the most sympathetic to the teachers, with 38 per cent believing them underpaid. And 43 per cent of this group thought teachers justified in striking in protest at their loss of negotiating rights over pay as opposed to 39 per cent of the population as a whole.



Parents of younger children were the most sympathetic to the teachers' case

The least sympathetic were parents of children aged 10 to 14, with only 32 per cent considering teachers underpaid and 61 per cent disapproving of strike action.

Perhaps unsurprisingly, the younger the respondent the more sympathy for the teachers. Thirty-eight per cent of 18 to 24-year-olds thought them underpaid as opposed to 28 per cent of the 55–64 age group. Equally unsurprisingly, the higher-paid social class categories (AB) were more likely to consider teachers' pay too low – 42 per cent – with those in the lower categories (DE) – 31 per cent – least sympathetic. The most marked variations were regional. In the Greater London area 46 per cent thought teachers underpaid, with 37 per cent supporting their right to strike over the removal of negotiating rights.

In the North and Midlands only 31 per cent considered pay too low, with 30 per cent and 28 per cent respectively supporting the right to strike.

Although the questions were concerned with attitudes to the teachers, respondents were asked their voting intentions. The result was in line with other recently published opinion polls with 41 per cent support for the Conservatives, 29 per cent for Labour and 29 per cent for the Alliance.

Labour supporters were much more likely than Conservatives to sympathize with the teachers – 45 per cent as opposed to 23 per cent, considering them underpaid. Thirty-five per cent of declared Alliance voters thought teachers underpaid.

More than half of Labour voters (56 per cent) supported the teachers' right to strike as did 49 per cent of Alliance supporters. Nearly a quarter (24 per cent) of Tories thought the teachers had a case for strike action against the removal of negotiating rights.

Question 1: On balance, do you think teachers are underpaid or not?

		Children in H/hold				Sex		Age			Region					Voting						Working status			
	Total	Aged 5-14	Aged 5-9	Aged 10-14	None Und 15	Male	Female	18-34	35-54	55+	North	M/lands	South	Cons	Lab	Total Alliance	Liberal	SDP	Alln (Not Lib/SDP)	Full time	Part time	Not Work/unabl	Unemplyd
Yes, *underpaid*	33	36	38	32	31	33	33	37	34	28	31	28	38	23	46	35	28	47	34	33	36	32	39
No, not underpaid	54	52	48	57	56	54	54	48	54	60	57	59	49	65	40	58	65	44	59	54	55	55	52
Don't know	13	12	14	11	13	13	13	15	12	12	13	14	13	12	13	10	17	10	6	13	9	14	10

Question 2: On balance, do you think the teachers are or are not justified in taking strike action over the Government's removal of their rights to negotiate on pay?

		Children in H/hold				Sex		Age			Region					Voting						Working status			
	Total	Aged 5-14	Aged 5-9	Aged 10-14	None Und 15	Male	Female	18-34	35-54	55+	North	M/lands	South	Cons	Lab	Total Alliance	Liberal	SDP	Alln (Not Lib/SDP)	Full time	Part time	Not Work/unabl	Unemplyd
Yes, justified	39	37	43	33	38	43	35	47	38	33	39	37	40	24	56	49	43	50	51	42	37	35	46
No, not justified	54	57	52	61	54	51	56	46	56	59	54	54	53	71	35	47	53	48	45	51	53	57	48
Don't know	7	5	5	6	8	6	9	7	8	8	7	8	7	5	9	4	4	4	5	6	10	8	6

All figures percentages

Recruitment drive off to a good start

by Bert Lodge

BEd courses in craft, design and technology are proving more popular than the one-year PGCE courses which carry the Government's £1,250 bursary, it was disclosed this week.

Introducing a new unit, TASC (Teaching as a Career), to stimulate recruitment, Mr Kenneth Baker announced that applications for the one-year postgraduate CDT course had increased by 71 per cent on last year, while those for the BEd were up by 82 per cent.

However, Colonel John Massey, director of the clearing house for applications, said later that he estimated the figure was nearer 95 per cent.

Applications for places on maths and physics PGCE courses offering the £1,250 bursary have also increased substantially (by 39 and 72 per cent respectively).

Colonel Massey emphasized that while the upturn was greatly welcomed, 1986 had been a turbulent year for the profession and had had a depressing effect on recruitment. "Some institutions were not able to reach their planned intake figures," he said.

For example, 341 physics graduates were recruited last year – 85 below target. The figures for the three preceding years were 408 (1984), 459 (1983), and 489 (1982).

On the other hand, CDT recruitment was buoyant. Last year's intake of 551 to all courses compared with an annual average of 250 during the early 1980s. But last year's figure was still 200 short of the target.

Applications for all teacher training courses have already reached 27,000, a rise of 12 per cent on last year, when the total intake of 16,945 was well below the target of 18,613.

This year's target figure is 19,602, but Mr Baker expects institutions to exceed this to compensate for last year's shortfall.

He attributed the marked increase to the recent pay award, which allowed a good honours graduate to enter the profession at £8,500 a year, and earn £10,000 after two years. "People have now seen that they can get a career that's worthwhile."

Figures released on Wednesday by the Central Clearing House and Graduate Teacher Training Registry confirm this year's increases, but Colonel Massey remarked that those for modern languages, already very low in 1986, showed no discernible improvement.

He suggested that the Government may have to consider using the bait of another tax-free bursary to halt the decline.

The Registry figures show 822 graduates in languages other than English were accepted on PGCE courses last year. In 1980 the figure was 1,431 and the total has fallen each year since.

The TASC team, all seconded for three years, includes the director, Mr Jack Dodds, assistant director of education in Kirklees, and five regional advisers, four of whom have been appointed: Ms Jennifer Jones, deputy head of the Central Foundation girls' school, London; Mr Brian Mason, head of science, Wolgarstan high school, Penkridge, Shropshire; Mr Nivea McNicol, CDT adviser for Stockport; and Mr Geraint Williams, head of a Clywd primary school.

Mr Baker said the unit would "show the flag in the undergraduate job market". It would also sell teaching opportunities to those thinking of making a mid-career change.

"We have got off to a splendid start. Our recent adverts on teaching the shortage subjects have brought in so many inquiries we have already exhausted the initial stock of 26,500 information packs."

Recruitment to Initial Teacher Training: March 1987

	1982	1983	1984	1985	1986	1987 Applications (mid-March) Comparative figures for 1986 in brackets	Percentage change in applications since last year
Mathematics							
PGCE	866	847	763	709	741	954(686)	+39
BEd	413	350	399	359	160	139(106)	+31
CDT							
PGCE + Cert Ed	41	74	80	93	252	238(139)	+71
BEd	151	193	144	164	299	310(170)	+82
Physics							
PGCE	489	459	408	327	341	524(305)	+72
All subjects							
PGCE/Cert Ed	8,495	8,011	8,123	8,168	9,024	14,797(13,197)	+12
BEd	7,102	6,303	6,686	6,888	7,921	12,123(10,857)	+12
Total	15,597	14,314	14,809	15,056	16,945	26,920(24,054)	+12

Data relating 1982–1986 taken from the annual reports of the Central Register and Clearing House
Data for 1986–87 from the DES

NEWS

Trowel period: trainee bricklayers on the Hackney direct labour scheme

Brenda Prince

Pushing over the male chauvinist brickies' wall

Diane Spencer reports on the education service's latest attempts to encourage girls to take up jobs in the construction industry

Women make up a tiny percentage of Britain's construction industry workers. The Equal Opportunities Commission says that women represented 6 per cent of the full-time employees in 1985 but they are more likely to be pushing forms round offices than laying bricks or drawing plans.

Market forces could, however, come to the aid of aspiring female brickies and technicians. A fall in the number of school-leavers, coupled with the reluctance of young men to join the trade, leaves a gap in the workforce.

But companies haven't yet realized that they desperately need female employees, according to the managing director of a large construction firm.

He was taking part in a workshop at a conference in London organized by the Women in Construction Advisory Group. It drew together building college principals, representatives from public and private sectors of the industry, training centres, employers' federations, education authorities, trade unions and training bodies.

During the conference it became clear that women haven't appreciated the potential demand for their skills either. A man from Wimpey confessed that fewer than 1 in 50 of the applicants for his company's taster courses were women. But of those who applied, 100 per cent were accepted.

This is hardly surprising given the educational background of most girls, the poor knowledge of careers teachers and the attitude towards women of further education lecturers and male students.

The last point was well illustrated by an elegantly dressed woman lecturer who said: "I'm a bricklayer by trade. The main problem in a lot of colleges is male chauvinist piggery."

She was told that she could not take a course because women had to learn that brick-laying was a male-dominated trade. So far, her college had taken only a few women students on painting and decoration courses but they had left because of the men's attitudes.

Ms Mary Shiel, from the advisory group, said colleges would have to stop catering only for 16 to 19-year-old white boys and open their doors to women from a wider age range, and other ethnic groups.

Hackney College in east London has recognized that women face special difficulties and has seconded a lecturer, Ms Ceri Williams, for half-a-day a week to support and counsel students on craft and technical courses.

She carried out a survey of women students' attitudes and problems last summer. Child care was a major drawback. Some women couldn't attend college because there was no crèche. Others left because they couldn't find no one to look after their children.

Some disliked the atmosphere. "Technical college is dreadful. I'm over 30s . . . Unfortunately, the necessity geared to unemployed school-leavers and their resentment of school and college classroom. Most of them felt sented being treated as an adult by unadaptable male lecturers.

Ms Williams found that they wanted more women lecturers, own common room and to practice on sexual harassment.

The picture is not all gloom. There is not the only college that has been trying to attract more women into the industry. Vauxhall College in south London, for example, has women-only, one-year construction and land use. Many go on to become technicians, which are ignored by employers mainly because they know about them.

The women's advisory group hopes to dispel that ignorance. Talks work as part of a team – in an office, or on a site – architects, surveyors, town planners, builders or civil engineers.

However, it may be years before women are treated as traditional in the industry. One speaker at the conference thought that a third reason why women don't to work on building sites was ignorance and prejudice. "They don't want to travel and rubber boots and hard hats, of

A school pond that is bound to make waves

An award-winning school in the Inner London Education Authority is already doing its best to counter the bias against women in the construction industry.

For 15 girls at Aylwin school, south London, Wednesday afternoon means bricklaying, painting and decorating, roof tiling or making bookshelves.

Since last September they have been taking part in an "architectural workshop" which was one of the winners of the awards scheme run by the Centre for the Study of Comprehensive Schools.

Aylwin, a 700-pupil girls' comprehensive in Southwark, will be using its share of the £19,000 put up for the scheme to build a pond with a paved and landscaped surround. This project will give the girls the chance to improve their building techniques and provide a permanent conservation area.

Miss Jean Thomas, the acting head of the school, says the "do-it-yourself" leisure activities have proved so popular with the fifth-formers that younger girls will be able to join in next year. The architectural workshop is one of about 18 around the country which are sponsored by the Royal Institute of British Architects.

The CSCS has given awards to 40 comprehensive schools out of 500 applicants. BP has provided more than 60 per cent of the money and other firms, including IBM, Esso and J Sainsbury have contributed the remainder.

The selectors were looking for practical ideas that would involve girls, teachers and would be valuable to the curriculum. Everton high school, Blackburn, another winner, is planning to renovate a council house which will be used for household management teaching and as a base for work in the local community.

Pupils at Pewsey Vale school in Wiltshire are using their grant to buy a flock of sheep. Their teacher says this will help the youngsters learn about budgeting, team work, marketing and communications, as well as to look after the animals. Later they expect to get a profit when the lambs go to market.

Miss Thomas at Aylwin school is particularly pleased to receive the award because it can be used to back the ILEA's plans to amalgamate the school with the local boys' school. It will also boost the school's equal opportunities' policy, she said.

If the pond project proves successful construction skills could become a proper subject option for girls in the upper school. Two girls have already applied for YTS courses in painting and decorating and building and one has a university place to study architecture.

Breaking out of the old occupational frame at Aylwin's architectural workshop

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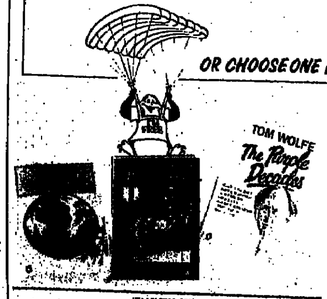

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NEWS

Susannah Kirkman looks at Dorset's pupil profiling scheme – one of the most advanced in the country

Record profits

"For most children, education is a mystical experience; they don't understand what's happening to them and they don't know what's going to happen next," says Mr David Garforth, Dorset's director for assessment and profiling. The Dorset pupil-profiling scheme aims to unravel the mystery.

In Dorset, profiles are more than pieces of paper recording pupils' achievements; they encourage pupils and teachers to review and change what's happening in the classroom. Many of the 51 schools involved in the profiling pilot have already radically altered their curriculum and teaching styles. Unusually, the Dorset pilot scheme, one of nine funded by the Department of Education and Science, includes middle and special schools.

At West Moors middle school, near Ferndown, pupils now assess their own needs and progress. As part of science and maths lessons, the children fill in questionnaires which help them to check if they have followed the correct procedures for an experiment or investigation. They also have the chance to comment on their own performance and discuss it with the teacher.

Mrs Pat Lewis, deputy head at West Moors and co-ordinator of the profiling project, believes that self-assessment helps pupils to think scientifically.

Rob Sammons and Marion Pegorini: focusing on basic skills

"By asking themselves questions like, 'Was my experiment a fair test?', children are finding out what a scientist is," she explained.

Feedback from pupils and the need to assess achievement accurately are also helping staff to structure their teaching. They meet together regularly to define the exact skills and goals which they want the children to achieve.

Mr Garforth is convinced that the detailed assessment involved in profiling increases pupils' motivation. "Five out of ten is arbitrary; children don't understand what it means and it doesn't help them to improve," he said.

Records of achievement enable children to understand the ethos of their school, too, according to Mr Rob Nicholson, West Moors' headteacher. All third and fourth-year pupils have a personal achievement, interest and experience record which they fill in with their parents and form tutors.

"By including examples of where they have helped others or joined in school activities as achievements, children begin to see the qualities the school values," he said.

The West Moors record of achievement has a completely open format with no checklists, as staff think children should be able to decide themselves the activities which are important to them. It was designed with the help of parents and governors.

Eventually, all the pupils will have files where they store their records of achievement and pieces of school work which they are proud of. At the end of each school year, the children and their tutors will select the items which they want to be passed on to the pupils' next tutor, or to the head of year at the upper school.

West Moors' feeder first schools are also discussing the introduction of records of achievement. The DES view that profiles are for 16-year-olds is condemned as naive by Mr Garforth.

Pupils with special educational needs are included in Dorset's profiling project, too. "It gives us the opportunity to make a positive statement about all the children," said Mrs Marion Pegorini, the teacher co-ordinating profiling at Montacute School in Poole, which caters for children with severe handicaps.

Staff at Montacute have used the scheme as a vehicle for changing the curriculum and teaching methods. "We must match profiling and assessment to the curriculum," said Mr Rob Sammons, the head. Montacute is switching from a developmentally-based curriculum, where pupils are coached to achieve the next stage on a linear development chart, to skills-based learning. "We used to say that we 'did' country dancing; that told us nothing. Now we're looking at the specific skills involved in an activity and we're teaching those," Mr Sammons said.

Each task – making a cup of tea, for instance – has been broken down into very small steps which staff must teach and then assess. In the past, children failed at activities because they hadn't mastered the basic skills they needed; profiling will help staff to check that pupils have grasped core skills.

But Montacute's record of achievement also has space for qualities like creativity, which can't be evaluated, as well as for activities like outings and holidays where skills can be practised.

Staff at West Moors and Montacute are enthusiastic about the support they have received from the education authority. Both schools have been given generous supply cover to release the teachers co-ordinating the scheme, who have carried out extensive research into different methods of profiling. All the teachers at Montacute have been allowed some time off for in-service training in new teaching and assessment techniques. And the l.e.a. has just run a weekend residential course in management skills for profiling co-ordinators.

Ninety per cent of teachers have no training in assessment, according to Mr Garforth. Yet they need skills and confidence to carry out the new pupil-centred assessment.

Schools have had some funding for equipment, but a £250 grant from the School Curriculum Development Committee provided the materials West Moors school needed to develop and print pupils' record of achievement booklets.

Teachers are particularly grateful to the authority for the freedom it has allowed schools to design their own individual profiling schemes. The Dorset profiling team of five specialists in different areas of the curriculum is on hand to offer advice, but Mr Garforth is convinced that the project will not work if it is imposed.

"It's important to give teachers responsibility for what they're doing," he said. "I believe in the professional integrity of teachers, not in horror stories about bad lessons."

So far, Mr Garforth's faith has been amply rewarded. Work on the profiling pilot continued throughout the last round of the teachers' pay dispute and the authority has been besieged with requests from schools which would like to take part.

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PRIMARY

Sarah Bayliss reports on research which claims to prove conclusively that pre-school education increases children's potential

Early start hints at lasting results

A British researcher claims to have established conclusively that pre-school education increases children's educational potential and in the long run gives them higher academic scores than pupils with no pre-school experience.

The report, which was previewed two years ago in *The TES*, was commissioned by the Department of Education and Science and is being published in a book this week by Oxford University Press.

It is based on the experiences of a cohort of 16,000 children born in a single week in April 1970 and whose lives have been followed ever since by the Child Health and Education Study at Bristol University.

Dr Albert Osborn, a research fellow at Bristol and joint author of the book, claims to have found that pre-school experience in a wide range of playgroups, day nurseries, nursery schools and classes during the 1970s gave children from all social backgrounds a marked educational advantage when they were tested at five and ten years of age, in reading, maths and general intelligence.

The actual type of pre-school experience "matters very little", according to Dr Osborn, although children from playgroups performed particularly well. The important difference was between those with a pre-school background and those with none.

The findings could provide strong ammunition for the pre-school lobby, but the statistical validity of the work has been questioned.

Since a first draft was written in 1985, the Bristol research has been picked over by a number of eminent researchers, including Professor Barbara Tizard, director of the Thomas Coram Research Unit in London, who organized a conference to sift through the data.

Members of her unit believe strongly that in fact no long-term justification of pre-school education is necessary, so long as parents are demanding it and there are observable benefits at the time for individual children.

This week Mr Charlie Owen, a researcher from the unit, said: "The long-term effect of pre-school is still an open question, but we don't believe the case rests or falls on that."

Of the Bristol research, he said: "It seems to me that the differences in educational attainment are more plausibly explained by the differential use of pre-school services and by differences in experience between five and ten years of age, rather than by long-term effects of pre-school experience."

As an example, he said: "Many of the 10-year-olds who were doing better were not doing better because they had been at playgroup, but because they're from families where children would be doing better anyway."

Nevertheless, Dr Albert Osborn stood by his findings this week and, if anything, he believed in them more strongly. "I have done further analysis as a result of the questions raised and my feeling is that the evidence has grown stronger."

No one disputes that the study has uncovered some important facts about pre-school provision, particularly the patchiness of its provision, regionally and socially.

In 1975, one child in four in the study reached the age of five without having had any organized form of pre-school education, and a large proportion of those came from families in which poor housing, low income, job insecurity and other social problems predominated. Over 45 per cent of socially disadvantaged children were deprived of pre-schooling compared with 10 per cent of the most advantaged children.

Playgroups provided for the bulk of children – 45 per cent – while only 1.3 per cent went to local authority day nurseries. Roughly 70 per cent of all children in the sample received some form of provision lasting at least three months.

There were marked regional inequalities with almost 42 per cent of children in the north having no pre-school experience, compared with 19.6 per cent in the south-east.

Moving house was often a disruptive influence and children who moved frequently were more likely to have no pre-school experience.

Children in large families were less likely to attend, as were children no longer living with both their natural or adoptive parents. As many as 46 per cent of Indian/Pakistani children and 35 per cent of Afro-Caribbean children were non-attenders compared with 28 per cent of European or British born children.

The findings clearly support the involvement of parents in pre-school institutions, since children whose mothers helped in some way had better vocabulary, reading and mathematics scores at 10 and were assessed by teachers as having better communication skills.

The researchers measured parental involvement and the level of interest shown by parents when children were 10 years old to make sure that these factors were not the sole reason for higher attainment. "The positive associations between the child's pre-school experience and subsequent attainment still held," says the book.

The conclusion contains some important warnings about children being admitted into infant classes early, since these children were found not to have benefited. At the same time, questions are raised about nursery classes attached to infant schools which appeared to have the least beneficial result compared with other forms of pre-school.

Dr Osborn speculates this may be to do with the isolation of nursery teachers in primary schools, high adult-child ratios and full-time attendance. The contrast is drawn with nursery schools which, after playgroups, were seen to have the most beneficial effect.

The effects of early education – a report from the Child Health Education study, by A F Osborn and J E Milbank; published by Oxford University Press, price £7.95 (paperback), £22.50 (hardback).

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A nurse[illegible] place fo[illegible] every chi[illegible] promise[illegible]

A major development plan [illegible] education in Leeds will [illegible] a place to every child [illegible] want one, the city's Labour [illegible] announced this week.

The plan will create nur[illegible] every primary school, provid[illegible] full-time places at a cost of £[illegible]

Since 1980, nursery educ[illegible] been a top priority for the [illegible] group. Ninety-one new [illegible] already been attached to pri[illegible] three nursery schools have be[illegible] lished.

There are currently 3,20[illegible] nursery places which – given [illegible] dard provision of part-time [illegible] means more than 6,000 under[illegible] already on roll.

The new ten year progr[illegible] which will form an important [illegible] Labour's local election manif[illegible] month – will also create 1[illegible] posts and 167 nursery nurse [illegible] annual cost of £2.2 million.

Announcing the program[illegible] Doreen Hamilton, the chairw[illegible] nursery committee, said: "I [illegible] get letters from parents and [illegible] asking when we're going to p[illegible] nursery for them – here is the[illegible]

Mrs Hamilton retires [illegible] after chairing the nursery co[illegible] since its inception in 1980.

The first phase of nursery [illegible] starts this financial year a[illegible] provide 663 new places for [illegible] at 20 existing primary schoo[illegible]

NEWS

Sue Surkes and Diane Spencer examine the main issue facing deaf children – whether they should be taught in sign lang[illegible]

Teachers urge GCSE tailoring

Teachers of the deaf are joining forces to negotiate with exam boards for GCSE syllabuses which will suit their pupils.

Deaf children are at a disadvantage under the new exam rules, their teachers say, because the GCSE requires a more complex use of language than GSE Mode 3.

More than 70 teachers and representatives of organizations concerned with deaf and hearing-impaired people met recently at Oak Lodge School in south London to discuss ways to help pupils.

They discovered a degree of inconsistency between exam boards: some accepted a submission for a syllabus, whereas others refused, saying it would be unacceptable to the Secondary Examination Council. Consequently, very little is available for deaf candidates for 1988 exams, Mr Peter Merrifield, head of Oak Lodge, said.

The meeting decided on a greater degree of co-operation between schools. Working parties are being set up for specific subjects and the British Association for Teachers of the Deaf has formed a subcommittee to investigate the issues.

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Assessing needs — the gesture must be made

When Emma Tumim, who was born deaf, went to school, sign language was discouraged.

By the age of five, she still had minimal vocabulary, no grasp of syntax, and could not communicate with anyone.

While the residential school for the deaf she attended in Yorkshire concentrated on oral teaching, she picked up a pidgin version of British Sign Language from her schoolmates which she could combine with the Cued Speech – a system of hand cues synchronized with speech – which she had been taught by her determined mother, Winifred.

"It was only when she learnt to sign that she learnt to communicate confidently," said her mother.

Emma, one of an estimated 100,000 profoundly deaf people in Britain, is now aged 23, living in Oxford and about to begin a postgraduate diploma course in interior design. She is one of the lucky ones who has managed to succeed despite her disability.

Mrs Tumim, who is chairman of the Royal National Institute for the Deaf, was a member of the Warnock Committee, and holds a linguistics qualification, but she spoke to *The TES* "as a parent". She believes firmly that British Sign Language – which she describes as the natural language of the deaf – should be made available to those who need it.

Not that she is in favour of blanket provision. The teaching of the deaf has come a long way since Emma was at school and the vogue was for oral teaching based on an artificial form of auditory training using headphones, she points out.

Nowadays, many deaf youngsters with some residual hearing benefit from technologically-advanced hearing aids and a more natural form of language teaching that might, for example, use recitation of a nursery rhyme to convey rhythm.

Besides, she adds, different youngsters respond in different ways to different forms of tuition. "It's more complicated than the National Union of the Deaf make out. The notion that if every deaf child – and there is a continuum – is given British Sign Language they will be educated is an over simplification. What they must bear in mind is that different people have different needs.

"What is needed is a much more sensitive way of assessing the needs of deaf children so that British Sign Language is available for those children who must have it. At the moment, if a local authority has a policy of no sign language, then the student has no choice. There is no principled way of assessing the needs of different children, so these wretched children are denied their birthright."

Mrs Tumim wants to see the retention of specialized initial teacher training for teachers of the deaf, an encouragement of positive attitudes towards sign language among teacher trainees and an increase in the number of deaf teachers to act as role models and give deaf children confidence.

On the issue of integration into mainstream schools, she is more ambivalent. Many deaf children are successfully integrating, whether into units attached to ordinary schools or in fully integrated classes, she says. "But if the child can't receive the communication naturally, the child is not going to gain a great deal from being in integrated education."

Emma Tumim tells a police officer why she has joined a protest outside the [illegible] Monday asking for sign language to be taught in schools.

● The National Union of the Deaf is demanding that deaf children should be treated as a linguistic minority and be taught sign language to improve their education.

In a response to the Department of Education's document, *Better Schools*, it calls for a radical re-think of training teachers of deaf pupils. Education courses in Manchester, Oxford, Wallhall, and Moray House should be closed at the end of the 1988/89 academic year, "provided that an acceptable alternative can be put forward". These are the main departments for specialized teaching for the deaf.

The NUD thinks it impossible for these departments to make the kind of change needed to produce teachers who can use British Sign Language. And more teachers of the deaf should be deaf themselves, it says.

The union points out that deaf children's achievements have not improved since a report published [illegible] years ago found that the average school-leaver had a reading [illegible] eight and three-quarters, their [illegible] was largely unintelligible and [illegible] ability to lip read was no better [illegible] hearing children.

The union also calls for a re[illegible] the widespread use of partially [illegible] units attached to mainstream [illegible]

"The current fragmentation [illegible] education into 500 tiny units [illegible] around Britain, and at least [illegible] more schools involved with deaf [illegible] at some level, all without proper [illegible] contact, represents the most [illegible] picture. This is about as good [illegible] education as share cropping [illegible] agriculture."

Among that number are [illegible] foundly-deaf children who [illegible] so little of what they are exposed [illegible] that they have regressed [illegible] autism. Some of them can be [illegible] residential schools, still quite [illegible] tized, adds the report.

The future training of teachers [illegible] deaf, NUD; 120 New Road, [illegible] Middlesex TW14 8AT.

NEWS

NUT moves down tertiary road

by Ian Nash

Martin Mayer/Network

Tertiaries: good recipe, says union

Britain's largest teachers' union has come closer than ever before to unequivocal support for tertiary colleges in its policy statement on 16–19 organization published today. Regulations governing the school and further education sectors should be reformed and secondary teachers should be prepared to teach adults and community groups, according to the National Union of Teachers' document.

It rejects claims by the Audit Commission, however, that six forms of entry in the 11–16 years are necessary to support a viable sixth-form curriculum and insists that in rural or close-knit urban areas, four forms are satisfactory.

The NUT some time ago conceded the loss of sixth forms from 11–18 comprehensive schools in areas affected by falling rolls, but has opted for no single institutional reform to replace them. The latest statement stresses that "the pattern chosen should be considered in the light of local circumstances and needs".

But the NUT *Policy Statement on Tertiary Education* gives short shrift to alternatives such as sixth-form consortia, the concentration of A level studies in selected or "mushroom" schools, or sixth-form colleges and centres. It sees major disadvantages in mushroom schools, which would deprive remaining 11–16 institutions of essential teacher expertise with a drift of staff to the "higher status" 11–19 schools.

Consortia lead to wasted time spent travelling for students and staff as well as poor pastoral, careers and tutorial guidance. The union is further concerned that these arrangements have not improved staying-on rates or examination successes. Sixth-form colleges and centres were successful with A level students, but have been criticized as too academic and elitist, with no provision for part-time study or vocational courses.

Tertiary colleges offer a good environment for transition to adulthood, with pastoral care and social cohesion, says the NUT. Tertiary colleges are also more flexible, offering a wide range of academic and vocational courses and new career prospects.

They are well-placed to provide a range of social, recreational, cultural, community and sporting activities as well as education for leisure. The NUT also welcomes increasing adult and community involvement in schools and says teachers "should be prepared to extend their expertise to include adults". But the union insists that tertiary colleges are not a cheap alternative to traditional sixth-form and FE provision and urges local education authorities not to sell off "redundant" school buildings when reorganizing at secondary level but to use them to improve facilities.

A 12-point statement on negotiations for reorganization seeks a "ring fence" policy for affected schools to give existing staff first choice of jobs.

All teachers and lecturers should be eligible to apply for posts and arrangements must be made to allow those who remain in the 11–16 schools to do some teaching in tertiary colleges.

The NUT also calls for a "safeguarding" agreement to include protection of existing salary levels, no compulsory redundancies, provision for premature retirement where appropriate, in-service training, and an appeals procedure for teachers who are dissatisfied with offers.

Backing for poly policy on recruits

by Julia Hagedorn

The recruitment policy of the Polytechnic of North London, which is under threat from new Government regulations on teacher training courses, has been highly praised by the Council for National Academic Awards.

In a draft report of its February visit to the polytechnic to look at the initial BEd honours course, the CNAA found that the course team was successfully attracting students of high calibre from ethnic minorities and through non-traditional routes.

The visiting party said it wished to place on record its satisfaction with the admission arrangements for both the existing and the revised BEd courses. From the evidence of external examiners, members said, and from statistics collected by the polytechnic as well as from the visiting party's own meetings with students, they had every confidence in North London's recruitment policy.

Another part of the draft report praises the polytechnic's BEd students as being "articulate and insightful", providing "a lively, articulate and thoughtful commentary on the current course", and of excellent quality.

The CNAA sees the access course at City and East London College, which guarantees entry into the polytechnic, as an important route by which students can enter and agrees that it should continue to be recognized "for normal entry purposes".

This is the very form of entry which is under threat because the Council for the Accreditation of Teacher Education, which is responsible for evaluating all initial teacher training courses, has stipulated that "at least 75 per cent of students entering any one course should possess the normal qualifications for entry to a first degree course". At the Polytechnic of North London, more than 50 per cent of students are recruited through non-standard entry procedures, of which around 60 per cent are black.

The polytechnic has not yet received its HM Inspectorate report and is one of the last institutions to be inspected. There is a feeling within the polytechnic that it may have been put at the bottom of the pile because of the problems concerning entry qualifications. BEd course leaders are confident, however, that their revisions will satisfy CATE criteria fully in all other aspects.

The full CNAA report is due to be published soon.

Williams attack

The Government's record in microelectronics education has come under fire from Mrs Shirley Williams, the Social Democratic Party president. She told an international computer-assisted learning conference in Glasgow last week that schools were quite inadequately equipped, with an average of only one micro per 60 pupils.

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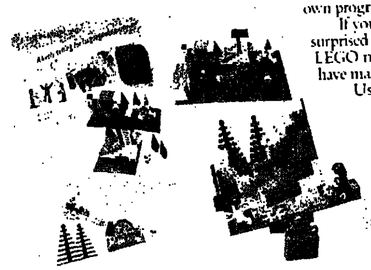

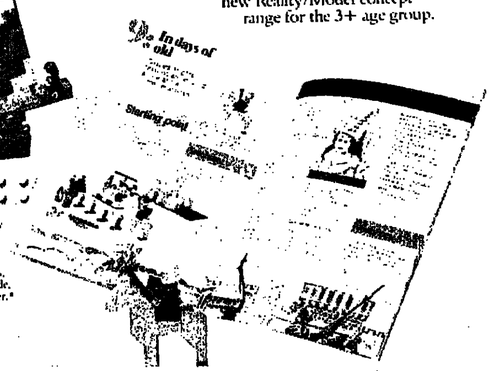

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James Meikle previews the teachers' Easter conference season

Troubled state of the unions

The hothouse conference season is upon the teacher unions once again – just when they may need a long, cool look at their futures.

The traditional tactics of industrial action, strikes, refusal to cover for absent colleagues and withdrawal of goodwill remain on the agenda, at least of the two Trades Union Congress affiliates, despite a new Government toughness on contracts and, after years of nervousness, a growing readiness by the local authority employers to exert legal and financial penalties.

While the tactics have remained the same, the aims – and this is what confuses the public – have changed. What started years ago as a pay and conditions campaign, with the subsidiary purpose of demanding more resources for education generally, has become a fight to restore negotiating rights.

This week's TES MORI pole shows that the two unions have not convinced parents that the battle is worth fighting, although articulate leaders of parent groups, while condemning disruption of schools, have laid the blame at the Government's door.

Furthermore, there is little evidence that the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers have convinced the wider trade union movement. Up until the end of last year, the teachers had been left to conduct their own disputes, perhaps in a more sophisticated manner than other unions, used to the all-out strike, but also in a manner that probably caused more trouble for working parents than political decision-makers.

The TUC hierarchy now complains that the suspension of negotiating rights for teachers and the hint of regional differences in salaries spell trouble for other public and private sector unions.

But the teachers are still no heroes of the Labour movement, or exciting as much grassroots support as the miners or the threatened union members of GCHQ.

The Government is clearly wrong in making the teachers out to be led by unrepresentative militants (an old habit). Indeed, its imposition of pay, conditions, and career structure, the suspension of negotiating rights, and the aspersions cast on union leaderships, inflamed even battle-weary teachers into new anger.

This was demonstrated not just by the NUT and NAS/UWT ballots approving more disruptive action, but also by the significant 42 per cent vote in favour of a protest stoppage from the Assistant Masters and Mistresses Association.

Ministers invited a macho, knee-jerk response by putting on the line everything unions stand for in terms of pay and conditions of employment. But there is some concern among the unions that activists might harness the genuine resentment to prolong industrial protest, which many see as their ultimate weapon, into a more sustainable and necessary, at the expense of other tactics.

Teachers are becoming increasingly unionized (though not in the traditional TUC unions) and increasingly politicized (anti-Government, rather than party political) but they are also in danger of being finally marginalized as public and political influences.

The "striking" unions, locked into industrial action for every complaint (moaning that such is the only way to get coverage from the tabloid press), risk firing all that is left in their locker at the Conservatives and having to live after an election with Mrs Thatcher – for whom many of their members will still vote.

And after an election, even if Labour or the Alliance do manage to get their way, education and teachers' pay may not be the burning issue of the day.

Teachers are cavalier in their attitude towards public and parental opinion, since they have tended to see public anger at their use of disruption as a weapon in the pay battle, rather than public support for their case.

Union leaders have lined up with parents' organizations at a few well-publicized events calling for adequate funding for the whole education service, but their own unity has been threadbare, degenerating into abuse, name-calling, and bitter membership battles, involving posturing over action threats from the NUT and NAS/UWT, advertising campaigns, and cut-price membership offers to teachers who defect from rival organizations.

This failure to agree common policy annoys many of their own members, amazes the rank and file of non-teaching trade unions, and prompted even Mr Norman Willis, the TUC's general secretary, to knock the heads of the TUC-affiliates together and urge merger talks.

The NAS/UWT has up to now shown a marked reluctance to countenance the idea, not surprisingly since it is the smaller organization, built much of its success on opposition to the NUT, and ridicules much of that union's internal factionalism. There are also vested interests within the union bureaucracies – jobs for the boys and girls, to put it crudely – at stake.

However, both the general secretaryships will be up for grabs in the next two or three years and the issue will need to be sorted out by then. The traditions of the different unions are likely to conspire against merger, but a federation which handed over the primary sector to the NUT and the secondary to the NAS/UWT is, at least in TUC recruiting terms, among the possibilities.

Opponents will point to the fundamental split this could cause in the profession, but the Association of University Teachers does not "poach" from the National Association of Teachers in Further and Higher Education, with its interest in further education colleges, the smallest but most militant organization in union terms. More controlled polytechnics, and colleges of higher education.

It would be foolish to suggest that the arguments are only between TUC friends. The Secondary Heads Association, the smaller of the two unions representing only heads and deputies, has steadfastly resisted the advances of the National Association of Head Teachers.

Conference debates this Easter and summer will also consider laying the foundations of a professional body (a general teaching council or something less formal) which could examine curriculum matters, resources, examinations, entry to the profession, and its public relations.

But first the unions want to sort out their internal tensions. Divisions have helped the membership decline in the traditionally militant unions; the smaller unions have grown as the teaching force has shrunk.

The NUT has lost about 20,000 members in English and Welsh state schools in the past two years, and now has about 195,000 "active" members in the old "Burnham-related" sphere.

Shifting allegiances

Changes in numbers of members since 1985 are:

NUT	down 20,000
NAS/UWT	down 11,000
AMMA	up 22,500
PAT	up 12,500

The NAS/UWT has fallen by about 11,000 from its 1985 figure of 115,000 for Burnham representation. The AMMA has gained 22,500 members in the sector over the same period, to a total of more than 87,000, while membership of the non-striking Professional Association of Teachers has gone up from 21,250 to 34,000.

The recruiting battleground has long since moved into the NUT-dominated primary schools. Traditionally, primary teachers, particularly in small rural schools, are less likely to take industrial action. They have closer and more direct links with parents, the children are younger and more vulnerable, and staff are more susceptible to pressure than in the anonymity of a large secondary school.

A recent survey by *Child Education* magazine suggested that one in six primary teachers had switched allegiance over the past 18 months.

People join unions for all sorts of reasons. It may depend on the first recruiting leaflet picked up at teacher training college (still the target mostly of the NUT and the NAS/UWT), the biggest union in a small school, the "best offers" in terms of legal advice, insurance, and general information in what can still be an isolated career.

Some teachers change unions because they do not think their present organization is militant enough. More seem to swap because they believe industrial action is not the right answer to pay and conditions battles, or simply because their first union does not represent their own interests enough (primary, secondary, comprehensive, grammar or independent).

However, most members are intensely loyal to their first choice, and self-doubts are bound to add to the crisis in morale.

All the unions have their problems. The NUT, still the largest union, was once a powerful, some would say too powerful, education voice in the land. It was on cosy terms with the Government, was identified with the heady days of progressive teaching, and finally got the GCSE, the exam for the comprehensive age.

Now it is shut out of the corridors of power, feels it is forced to make the best of the GCSE, underfunded, late and nearly out of date, and is unsure how to respond to the spread of tertiary education, which threatens the supremacy of the sixth-form.

What happened to the mass crusade for education called for by the NUT's president, Mr Bob Richardson, at his inaugural address in Blackpool a year ago? What happened to the campaign to raise the status of primary schools, (still the NUT's heartland)? All was dissipated in the demands of the general pay and conditions battle.

Few within the NUT question the need for the present stand on negotiating rights, but there are those who believe that industrial action is eating up union funds which could be directed at grassroots education about education – even if the TUC-backed Education Alliance has singularly failed to make much headway on such terms.

There are signs, too, that the old political battles within the NUT may be about to resurface but there are traditions which could resurrect its standing.

The NAS/UWT may be heading for the quickest fall of all in these anti-union days. Driven by the ethos of the late Mr Terry Casey, who as general secretary remarked how teachers' attitudes to industrial relations were hampered by the "silly word professionalism", it has prided itself on being the "real" trade union, protector of the right to fight.

The union has an internal discipline that is the envy of others, and it is less reluctant than its main rival to expel people who break its rules or ignore its instructions.

The NAS/UWT also manages to strike chords in the hearts of some of its strongest opponents within the profession. Thus, even PAT members went on protest marches and raised money for NAS/UWT members suspended from Poundswick high school, Manchester, for refusing to teach five boys excluded from classes but reinstated by the city education authority.

The NAS/UWT has, to be fair, been building up its own educational tradition, and it has modified its stance towards balloting on strikes, as a cause of pressure from its members or from other unions but then the financial penalty under the trade union legislation.

There are growing pains in the unions. The AMMA is changing in nature, although it still represents many independent schoolmasters, some of whom have felt out of place at union HQ, and who didn't think they ought to have voted in the recent ballot on a half-day strike.

The AMMA allied itself to the NUT in the pay talks with employers but ultimately failed. There is a great militancy along with the increased membership. This is most obvious seen at present in the big advertising campaign against the Government, a tactic the union believes is winning new friends outside the profession.

Its educational advice, as secondary and subject-specific, needs an overhaul to match its primary school recruitment.

The PAT has grown large because of what one considered excesses by its rivals. The Government has given the organization an important role, still does not merit, through part of the non-striking rule, while the leadership exercises influence at Department of Education and Science because it talks to ministers while TUC-unions sulk in their tents.

The typical PAT member is a married woman primary teacher, but it is becoming an increasingly diverse organization with fingers in several schools and a small, but vocal, anti and further education lobby.

Its headiest days would be remembered, however, if other teachers, loyal to their unions, agreed that constant disruption of schools is what is how often the public pressure it) is no longer effective.

The splits between unions are probably too old for absolute unity in TUC pressure and grassroots demands for brotherhood may change too slowly, but defeat at the hands of the Tories may prove the most important catalyst for change.

Market forces may in the end force the pay rises the teachers want, not just in the present shortage areas), but the unions will have to speak with one voice if they are to have a real say in the rebuilding.

The Easter conference season kicks off with the meeting of the Secondary Heads Association at Nottingham today – a group therapy session, with the AMMA, NUT, and NAS/UWT policy-making events to follow.

Last year, publisher Robert Maxwell bruised the egos of SHA members by blaming them for prolonged failure and saying education should be the entire responsibility of central Government.

They will be hoping, after another 12 months of trauma, that the Education Secretary, Mr Kenneth Baker, cheers them up tonight.

Jeremy Sutcliffe analyses reaction to the Government's White Paper on higher education

Dons don't take a shine to the gloss

At a press conference to launch the Government White Paper on higher education last week, Mr Kenneth Baker, the Education Secretary, was openly delighted with its glossy cover, expensive paper and colourful graphs.

"Why not, when you have a good message to give?" he asked reporters, sceptical at the sudden demise of the traditional low-cost plain pamphlets it has replaced.

He may have cause to be ungrateful to the somewhat mixed reaction his proposals have received from the education world. While much of it is couched in diplomatic language – welcoming his plans to expand access, but lamenting the lack of cash to pay for it – it is hardly the fulsome praise he might have wished. Only the polytechnic directors have positively welcomed the policy statement.

But he probably expected nothing else. What matters, with a general election in the offing, is that it was generally well-received in the press and looked good on television. The message of expansion – 50,000 extra students by 1990 – got across. The resources shortfall, in general, did not. As you would expect from Mr Baker, it was a triumph of presentation.

One of the more telling criticisms came from the Committee of Vice-Chancellors and Principals, which described the White Paper's plans for an 8 per cent increase in staying-on rates by 1999 as "too unambitious". The demand from employers was for an annual increase in graduate numbers of 2–5 per cent.

The CVCP also questions how the expansion will square with the Government's expenditure plans, due to cut a further 2.7 per cent – £126 million – off the higher and further education budget during the next three years.

The message coming from the universities, Opposition politicians, the academic unions and the National Union of Students is that, far from expansionist, the White Paper is a recipe for putting further pressure on institutions either to reduce costs or to stifle growth.

The argument is a re-run of the dilemma which has faced higher education institutions throughout the cutbacks of the past seven years. The universities have opted to preserve quality, by protecting the "unit of resource" (money spent per student), while the polytechnics have gone for growth at the expense of lower spending per student.

This argument is central to the Government's reforms – dubbed by the local authorities as "centralization" – of the polytechnics and biggest colleges, which are set to be removed from local democratic control.

Labour and Alliance leaders from the two main local authority associations this week claimed the changes would mean polytechnics would no longer have the political will to resist further cuts.

Mr John Pearman, chair of the Association of Metropolitan Authorities' education committee, said: "Six times during the last few years, the National Advisory Body has had to go to the Government for more money to widen access, and on four occasions we were successful. Without NAB, that money would not have been forthcoming, and there would have been no widening of access."

The local authorities – including some Tories – regard Mr Baker's plans as "nationalization". Mr Pearman goes even further, and has dubbed the proposals "naked asset-stripping".

The scene is thus set for a battle royal over the reforms.

One thing that is worrying polytechnic directors, however – who have generally welcomed the changes which will give them more autonomy – is what will happen to the £70 million or so raised independently by l.e.a.s and used to "top up" college funding.

The White Paper, in a controversial paragraph on the new sector institutions, expects authorities to phase out their "top-up" subsidies before the transfer, expected to take place sometime after September 1988.

Mr Pearman warned that l.e.a.s. would review their investment in colleges to be removed from their control. Indeed, they could put money into developing further education colleges, and perhaps tertiary colleges, which could ultimately become third-tier higher education institutes.

Polytechnics: positive welcome

Open College may offer 50 courses

by Mark Jackson

Up to 50 courses could be offered when the Open College, the television-based system of mass adult training and vocational education, goes on air in September.

The college launched its official prospectus this week with a ministerial fanfare from Lord Young, the Employment Secretary, who predicted that "the magic of broadcasting" would open up a new era of learning in Britain.

Lord Young's belief in magic – and the promise from Mr Michael Green, the OC's chairman, that it would pay its way within three years – have persuaded the Government to authorize the Manpower Services Commission to provide the college with £15 million. Lord Young refused to be drawn about what the Government would do if Mr Green failed to make good his promise. But Mr Green said he would treat the money as a credit line to be drawn on as necessary.

This week's document is largely a promotional publication setting out the college's objectives and style. The real prospectus for the first year's courses is promised for July.

Mr Green said about 30 courses would be offered when broadcasting – an hour a day on Channel 4 – started on September 21. But the college management hopes to buy in existing distance learning courses to add to the 20 or so it has already commissioned.

Basic literacy material has had to be produced from scratch. The college has found a lack of suitable distance learning material – despite educational television's involvement in adult literacy campaigns through such programmes as the BBC's *On the Move*.

Governor training

Most local education authorities will be unable to meet the requirements of the 1986 Education Act for training school governors, a National Consumer Council report says.

A survey of 22 l.e.a.s has concluded that very little significant training of governors is currently being undertaken. That position will continue, unless "very much larger resources" are allocated, says the report.

Only Newham, Calderdale, Knowsley, Cambridgeshire, Northumberland and Somerset of the 22 were awarded education support grants for the work.

***Current Provision of Training for School Governors in England and Wales* is available from the NCC, 20 Grosvenor Gardens, London SW1W 0DH, price £2.50.**

"I never had the answer to anybody's life. I don't have the answer to my own."
BRUCE SPRINGSTEEN

PEARLS OF WISDOM, SPARKS OF TRUTH, FLASHES OF WIT AND THE LETTER Q.

"Pete Townshend's tuning was always perfect except when the neck was hangin' off the guitar." RON WOOD

"I was in tears. I was completely destroyed. Because I thought, I've done nothing wrong. I've completely changed my behaviour and I'm still back in the nick." HUGH CORNWELL OF THE STRANGLERS

"I think you come to a point in your life, around when you're thirty, when you look back to the dream you had when you were twenty and you try to assess just where you stand now in relation to that dream." BRUCE SPRINGSTEEN

"I have this memory of Robbie Coltrane standing on the bar with his head inside a chandelier." EMMA "KETTLES" THOMPSON (TUTTI FRUTTI)

"The ambition of any sensible modern pop group should be to score fast, split young and leave a good sounding Greatest Hits album." ON CULTURE CLUB

"They just smashed a few milk bottles over my head. It was horrible. One of these boys was standing over me and said: You'd better reform Bronski Beat! And I was going, Tomorrow! I'll do it tomorrow!" JIMMY SOMERVILLE OF THE COMMUNARDS

"It's all change down at Snipcock & Tweed. You see literature; they see a UK and Commonwealth Volume Rights Limited Term Licence with TV and film escalators." ON LITERARY AGENTS

"I get excited staying in all these different hotels . . . I'm always curious what the wallpaper's gonna be like." BRUCE SPRINGSTEEN

"It has next to nothing in common with the boy-meets-tractor films which have until now been the staple of Soviet domestic cinema." ON FAREWELL

"Once again Vietnam is viewed as an episode in American history, rather than America being viewed as an horrific intrusion in Vietnamese history." ON PLATOON

"When he's being carted off by the police his cries of "I'm a pervert! Hip, hip, hooray!" have a curious dignity to them." ON PERSONAL SERVICES

"The singles and albums charts are now as separate as they were in the mid' 70s when The Bay City Rollers reigned supreme and Led Zeppelin never released a single." ON THE DECLINE OF THE 45

"Your typical modern Stranglers is a card-carrying Reasonable Bloke. If it's raining he will carry an umbrella. He will even share it with you." ON THE STRANGLERS

"Q magazine is the modern guide to music and more. This month's issue is available at your newsagent now." MARK ELLEN

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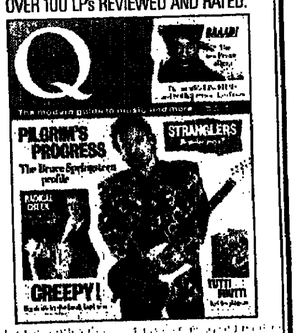

NEWS

Julia Hagedorn visits the new Japanese school in Milton Keynes which is reorienting its pupils to the Occident

The children of Father Tagawa

Milton Keynes, which once boasted the first Japanese take-away in Europe, has been chosen over Paris and Rome to play host to the largest Japanese boarding school in Europe.

The Catholic Gyosei School will eventually cater for almost 1,000 boys and girls aged 9 to 18, preparing them for the fiercely competitive university entrance back home or for re-joining the equally intensive school system.

The booming Japanese economy ensures that increasing numbers of businessmen are being sent to Europe with their families. In the past, it was thought that the children could be disadvantaged both socially and academically by a spell abroad.

The original Gyosei School was founded in 1881 for diplomats' children, so the Catholic foundation has a long tradition. However, despite the presence of 18 Japanese companies in Milton Keynes, so far none of their employees has children in the school. Of the 280 pupils starting lessons last week in the £16.4 million school, 120 had been flown straight from Japan – many from the sister school.

The principal of the International Gyosei foundation, Father Tagawa, was not surprised. English was an extremely important language for the Japanese, he said, and many parents could now afford to send their children abroad to a school where they learned to speak it fluently.

The fees of £6,000 a year are expected to be the same as those at the International Gyosei School in Japan, but this financial burden will be lightened by the practice of doubling employees' salaries when they are posted abroad.

As well as 8 to 10 hours of spoken English each week, the school has ambitious plans to give pupils an insight into British culture. "We don't want a little Japanese island," Mr David Stabler, of the Milton Keynes Development Corporation, said. He has run seminars for local schools which have been well-received and plans to arrange debating, music and sports fixtures for the school and community. The international-standard athletics track that the school has built in return for its prime lakeside site will ensure that the community will be paying a visit.

The curriculum, approved by the Japanese Ministry of Education, will include class activities on the ancient arts of tea making and flower arranging, kendo and judo. And, although only about 18 per cent of the pupils are Catholic, there will be an obligatory hour a week of religious instruction as well as attendance at a Catholic mass in Milton Keynes. The headteacher, Mr Masaaki Nobue, is a Buddhist.

The school's low-rise red and brown buildings and pine furnishings are reminiscent of Buckinghamshire open-plan primary schools at their best, but a pagoda and tea house lie at the centre of formal Japanese gardens around which the teaching and living quarters are built.

The girls' and boys' dormitories are furnished with neat bunk beds and pine tables. And the Japanese bath house at the end of each corridor provides a civilized alternative to the English cold shower.

The staff recruited in Japan will be paid about twice as much as their English counterparts. But this did not seem to worry Mr David Whittome, recruited from a London school by an advertisement in *The TES*. He was happy, he said, to escape from the capital, and he'd always been interested in Japanese culture.

The school year runs from the beginning of April to the end of July, by which time the pupils will be familiar with a régime which includes breakfast at 6.30 and 25 minutes cleaning before the first lesson at 7.30. Dinner is at 6pm after another five lessons, then more cleaning, and homework from 7pm until bedtime at 10.15.

But most of the 15-year-olds were still too excited by their new surroundings, the greenness of the Milton Keynes countryside and the company of their friends to be daunted by the timetable.

Their only complaint was the food: it was English and there was not enough of it.

Rob Judges

Sayonara: a younger sister takes her leave of one of the boy boarders

Ancient traditions will be fostered despite the emphasis on British culture

Misgivings about the committee of inquiry into English were evident at last week's International Oracy Convention. David Hargreaves reports

Dumbstruck over English language

The man who will write the report of the Kingman Committee of Inquiry into English Language Teaching is philosophical about his already apparent unpopularity.

"Wherever I go, nobody sees me like me," Mr Peter Gannon, HMI Inspector and secretary of the committee, told the International Oracy Convention, held last week at the University of East Anglia.

The 300 delegates might have assumed to be preoccupied with the new compulsory oral communication component of GCSE English. Instead they were cheered when Mr Graham Frater, the Staff Inspector for English, spoke of setting up a National Oracy Project, costing £1.5million over five years, and of special education support grants for oracy being awarded to seven education authorities.

But the inquiry hovered like a dark cloud over the chilly Norwich meeting, with the promise (made by all politicians) of a national curriculum in attendant fears as to who would define it.

Of all the speakers at the occasion, only Mr Gannon was received in silence. His message was not welcomed when he outlined perceptions of English as a subject and expressed regret that what happened in the English classroom existed for its own sake: "The means have often been the end."

Mr Gannon concluded by asking: "Might it not be that the essentials of the English teacher are to raise levels of performance to enable pupils to make use of their linguistic skills and to prepare them for the unpredictable demands of life after school?"

The mute response to this question was anticipated, as the largest element of his audience, he said, "was those aligned with the National Association of the Teachers of English" – those who would see English as being concerned primarily with personal growth, individual response, and a wish to cherish children's own language.

Many contributions to the discussion confirmed Mr Gannon's impression, including that of Professor Andrew Wilkinson, who convened the meeting. He spoke of the need to develop more than linguistic skills and regretted that the Bullock Report had talked about "language across the curriculum". Rather, it should have referred to "thinking and feeling across the curriculum", he said.

Phone system breaks down

Lack of access to a telephone will deny places to students who apply through the universities and polytechnics' clearing system, it is claimed.

One student last year spent £120 on telephone calls in a week in an effort to get a place, according to Mr Brian Heap, author of a guide to degree course offers, published this week.

Mr Heap, head of careers guidance at Hutton grammar school in Preston, Lancashire, claims the clearing system – which comes into effect after A levels are published every August – has collapsed.

The system is intended to allow applicants, who failed to get a place on their preferred course, the chance to take up unfilled places on other courses.

Mr Heap says fewer places are now allocated through clearing because institutions prefer to fill places quickly from telephone inquiries.

Degree Course Offers, is published by Career Consultants Ltd, 12–14 Hill Rise, Richmond, Surrey TW10 6UA, price £9.95.

Hungarian method raises hopes for handicapped

by Sue Surkes

The lives of large numbers of handicapped people in the UK will be revolutionized if the successes of conductive education reported from Hungary can be reproduced here, a conference was told last weekend.

But the task of transferring a complex educational system from one country to another, developing the right organization and training and adapting it to the UK will be huge, Mr Andrew Sutton, director of the Birmingham-based Foundation for Conductive Education, said.

Mr Sutton was addressing a Coventry audience of more than 500 mainly motor-disordered people and the families of those with motor problems, at the first annual conference of RACE – Rapid Action for Conductive Education, a pressure group set up last year.

The keynote speaker was Dr Maria Hari, director of the Peto Institute for Conductive Education in Budapest, who has pioneered this controversial form of special education designed to give those with motor disorders a degree of control over their movements.

Dr Hari's attendance served to underline the strength of an agreement signed last month by the Peto Institute and the Foundation to establish conductive education in the UK.

An institute is to be set up in Birmingham later this year to train the UK's first conductors, establish a group of children and adults needing help and begin research into issues such as the method's suitability for people with different conditions and its financial implications.

Mr Aleks Jedrosz, chair of the London branch of RACE whose severely brain-injured three-year-old son Andrej is currently receiving help in Hungary, said: "The thing that is so overpowering about the Peto Institute is that it is such a positive place and has such high expectations."

Women no nearer to top rung of career ladder

by Diane Spencer

The scarcity of women in top jobs is "an appalling failure of the education system", Mrs Pauline Perry, director of South Bank Polytechnic, told a conference in Manchester this week.

Mrs Perry, the country's only woman polytechnic head, said: "I always assumed that my generation had done all the hard fighting and it would be better for the next. But society hasn't moved at all; there are no better support structures for women."

She was addressing a conference organized by Manchester Polytechnic's Centre for Educational Development and Training on implementing equal opportunities for women in further and higher education.

Department of Education statistics on further and higher education were "extremely deceptive", according to Mrs Perry, who was a chief HMI before joining South Bank last January.

According to the figures, 6 per cent of principals were women – 36 out of 645. But closer examination showed that most were in charge of adult, youth or welfare centres.

Only four were at the top of large institutions.

Practical reasons frequently prevented women from getting promotion, she claimed. "I know that it is unpopular with some feminists, but talk as if children, marriage and homework don't exist, but for the vast majority of women this is a reality."

Schools had an important task in creating self-confidence in girls. She queried the "enormous discrepancies" in subject preferences and careers which appeared after a few years of schooling.

At South Bank she had desperately wanted at least one woman for senior posts in a recent round of appointments, but only 20 out of 200 applicants were women.

SCHOOL TO WORK

Think tank pans move to industry-led curriculum

Current moves to shape the curriculum to employers' specifications are strongly challenged in a report published by the National Economic Development Office this week. It warns educators that they must not rely on industry's view of the future.

The document, from the Economic Development Committee for Information Technology, echoes the message of earlier NEDO reports that Britain lags perilously behind other industrial countries in the education and training of its workforce. It says that education and training are "massively under-resourced and dangerously under-invested" for the needs of the economy and of future society.

The report, prepared by the committee's long-term perspectives group and drawing on wide-ranging studies and consultations with industrial experts, academics and other groups including sixth-formers, sets out to identify the kind of education and training needed to produce a "skill-force" able to exploit the full potential of technology in the year 2000.

It concludes that the key requirement will be for individuals who have learned how to learn fast, so that they can switch from job to job, quickly mastering the required skills.

While the group asserts that an education and examinations system based on traditional educational values such as academic élitism, narrow specialism, and emphasis on the acquisition of abstract knowledge cannot meet this need, it questions the value of some of the current attempts to reform the education and training systems.

The report, which implies that teachers may be better judges than employers of what young people should be taught, suggests they should concentrate on teaching how skills are acquired.

"Those who learn how to learn will adapt," it says, adding that "in contrast to many writing today, we have identified positive, exciting, and relevant changes taking place here, with a profession engaged in coping as well as in innovation".

The report praises Britain's primary education and early secondary teaching methods for stressing practical, investigative and problem-solving work, often through teams engaged in a cross-disciplinary project.

"Children so equipped will find it easier to adapt to a changing world and ride the 'third wave'; they will be able to explore and enjoy to the limits of their appetite the information-rich society of the future," it claims.

But the document calls the value system which has dominated the later secondary curriculum pernicious, and says that nobody should blame the switched-off majority of pupils or their teachers for their under-achievement. The group welcomes both the introduction of the GCSE and the Technical and Vocational Education Initiative and says that it is important to improve links between schools and the working world.

But it is critical of the educationists who told it that they wanted commerce and industry to identify for them the occupations which will emerge towards the end of the century and relate these to the education system.

"The suggestion was that it was up to business to provide the vision that can be translated into specific curricula. We do not regard this as a practical or desirable means for planning education."

The report points out that attempts to balance supply and demand for particular occupations have notoriously failed in the past, and that the timescale of normal business forecasting, two or three years at best, does not match that of educational planning.

In higher education, the group suggests that science and engineering should not be expanded at the cost of arts places.

"There is nothing in economic theory that suggests we must match our competitors in each area of skills mix. In our view of the future, Britain may have to capitalize upon originality, artistic creativity, design flair, and professional expertise as much as our technical prowess." It points out that Britain already has a higher proportion of its university students taking science than most nations, and argues that the real need is to expand total higher education provision and switch the emphasis from pure to applied studies in both science and the arts.

In a proposal which appears closely to resemble the voucher schemes for school education put forward by right-wing groups, the report suggests that part of the massive national investment in training which it calls for should be in the form of an entitlement for all 16-year-olds to a term of education or training of a fixed value at any establishment they choose.

The value could be topped up by parental contributions, or through loans or grants if it were thought desirable.

Business firms would be encouraged to market their training facilities to the youngsters, as would local authorities, trade unions, and government departments as well as educational institutions. The group says that this means that firms would come to see training as a revenue-earner rather than a cost.

Disputing the reality of current exhortations to employers to regard training as an investment (a view put forcefully by the Employment Secretary only this week) the groups say grimly: "If it were true that training pays and if it were in the interests of all employers as well as the nation's interest, we would not be in today's predicament."

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Laura Stoddart/Network

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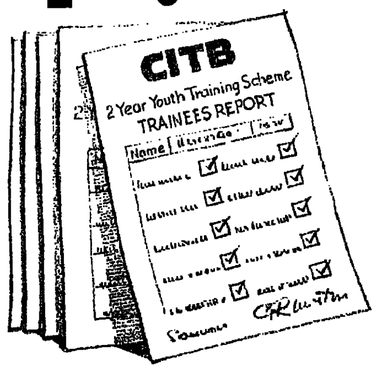

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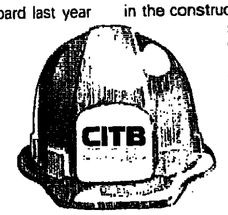

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REAL TRAINING
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Edited by Mark Jackson

OVERSEAS

Cash squeeze on 'schoolers'

JAMAICA

Suzanne Francis-Hinds on the causes of 'unsatisfactory' education

During February, in the Kingston suburb of Papine, a boy fell from an overcrowded minibus and was killed. His death highlighted the plight of schoolchildren throughout the island who try to use public transport.

"No schoolers," the conductors cry on most of the minibuses which now form the backbone of public transport. And the minibus men are often rough in their enforcement of this ban – which stems from the lower fare schoolchildren are allowed by law: 10 cents compared with an adult fare starting at 80 cents.

As Jamaica has no school buses, most of the island's 582,000 schoolchildren must use public transport – making a normally peripheral issue to education into a major one.

Other normally marginal areas which have gained significance to education include nutrition. Education officials have indicated that malnutrition in some parts of the island has resulted in dull-eyed, inattentive children. Many schools are offering breakfast, using cornmeal and milk powder acquired under food aid programmes to make a filling porridge.

School attendance has also been affected by poor socio-economic situations. When a family does not have enough money to cover uniforms, books, transport, and lunch-money for all its school-age children, school attendance levels fluctuate – despite legislation which dictates that all children must attend school.

A solution is needed for the stratified secondary schools. Each year, some 47,000 children sit the 11-plus or Common Entrance Examination, knowing that only some 10,000 will have places at grammar and comprehensive high schools.

Another 25,000 go into 79 new secondary schools. The rest stay in all age schools which take children from 5 to 15 years, or drop out of the system.

"It's these three sets of secondary schools that the Ministry of Education is now seeking to rationalize," Mrs Pat Robinson, secretary/administrator of Jamaica's main teachers' association, explained.

She said that a UNESCO report of the early 1980s had recommended rationalization of the curriculum used in the three types of schools, from Grades 7 to 9 (equivalent to forms 1 to 3). This, she said, would be followed by an aptitude examination which would fit them into mainly academic, technical, or vocational streams.

Upgrading and expansion of the secondary system is seen as an essential prerequisite to the successful replacement of the much criticized 11-plus exam with a national assessment programme. The concept of the new programme was recently introduced by the Ministry of Education, but no time-frame has been set for it.

At the primary level, eight new schools are being built and 42 more are being replaced using international resources. At present, some 400,000 children are on roll in the state primary schools – 173,000 of them in primary schools, and 234,000 in all age schools. About 9,000 other children, most of them in the urban centres, attend 93 kindergarten/preparatory schools.

The pupil-teacher ratio is another issue. At its best, Mrs Robinson said, it could be as low as 20:1 at remote rural schools; at worst, it often climbed to 90:1 in some urban areas.

Inadequate equipment and supplies in schools is a worry for teachers, especially as under-15s account for more than one-quarter of the island's 2.3 million people. But grants to schools are at the same levels as they were 10 years ago, despite substantial inflation. The national budget for education – including capital and recurrent expenses – stood at $1532 million (£66 million) in 1985/86, or some 11 per cent of the national budget. This means that just about $11,000 (£125) was spent on educating each child, over the 12-month period – including capital expenditure, all supplies, and teachers' salaries.

Grants are the same as they were 10 years ago.

What makes the situation worse, Mrs Robinson said, is that both primary and secondary schools are now affected by a wave of vandalism. Mr Neville Gallimore, the Education Minister, recently suggested that communities take responsibility for their schools, and for protecting them from raids which may leave no lavatory fixtures, no desks, no equipment, and an environment sadly reminiscent of a war zone.

At the tertiary level, a recent government-imposed tuition fee known locally as a "cess" on students at the College of Arts, Science and Technology (CAST), and the University of the West Indies (UWI), has already sent the dropout level soaring.

Now, students must pay tuition in the first phase of a programme which will see them having to find an estimated 30 per cent of their fees: a cost expected to be $1900 (£112) at CAST, and $14,000-$16,000 (£500-£750) per annum at the UWI, by the 1989/90 academic year. However, the Government decided last month not to introduce the next two phases in the face of mounting opposition.

The whole education system has suffered from high costs, low wages, lower government subsidies – the cumulative effect being that teachers are dropping out, too. Salaries for some 19,500 teachers start in the range $113,700–$118,000 per year (£1,700–£2,250). This puts the base take-home pay for an average teacher – after the standard 33 per cent taxation – at some $1700 (£87.50) each month or $110,000 each year. Few house rents are that low in present-day Jamaica.

Last year, salaries became such an issue that schools were disrupted for weeks, and many students came out in support of their teachers.

Everyone agrees that Jamaica's future lies with its schoolchildren. Yet children must jostle for school places; many of them languish within the system; some leave functionally illiterate and ill-prepared for the work-a-day world which, again, cannot accommodate the numbers spilled out of the system each year.

The quality of education could only be described as "unsatisfactory", Mrs Robinson summed up. The causes were all those she had mentioned, she said, and parents.

After all, it is their children who are today's "schoolers". Without all the necessary elements to ensure their education, some must question where today's "schoolers" will be tomorrow.

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Winds of change

FRANCE

Mary Follain on students' marathon talks to set proposals

French students are trying to formulate concrete proposals to put to the Education Minister, M René Monory, on how to solve the enormous problems facing their universities.

Late last month, 1,000 delegates from 60 institutions met at Paris VIII (Saint-Denis University) in the north-east of Paris for a grand assembly and argued almost incessantly for two days and three nights on issues affecting campus life.

The meeting, held three months after the students' resounding defeat of the Government's university Bill, was planned last December by a non-union student co-ordinating committee after it had organized a series of strikes and demonstrations against the proposed legislation.

The victors decided to go back to the universities and draw up a list of grievances and proposed remedies in preparation for a general assembly. At the same time, the co-ordinating committee, which had been set up solely to organize the sudden outburst of opposition to the Bill, voted for its own dissolution.

This has left the field clear for the various student unions. But at the general assembly, most university delegates opposed a move by the largest, socialist union to form a single force representing the whole student body.

Interminable hours of in-fighting between the two main student unions dismayed many of the so-called "independents" who had kept the unions in the background during the autumn protest.

The independents were happier working in groups of 50 in one of 20 commissions preparing proposals to submit to the full assembly for a final vote.

They were able to discuss difficulties in their individual universities, as well as general issues such as methods, discrimination against foreign students, university budgets, and the right to enrol on the course of their choice.

This is no longer guaranteed since universities have been authorized to refuse applications on the grounds of *numerus clausus*. Instead, the Ministry promises to find alternative places for rejected candidates.

After 20 hours of debate, the general assembly voted to accept a complicated, much-amended resolution. A second meeting was agreed for next month to determine a plan of action on two immediate aims: to improve Government funding and ensure that this year's university applicants will not be barred from the course of their choice.

South Africans arrive to study

Eighty young black South Africans whose education has suffered under apartheid have arrived in Britain to study A levels. They will attend one of five further education colleges which are providing special bridging courses.

The 17 to 24-year-olds are the first of a million scheme funded by the Overseas Development Administration.

They were selected by the British Council, which is running the programme, and the Education Opportunities Council, an organization chaired by A[illegible]

Bennett wins first Aids battle

UNITED STATES

Bill Norris on the report that ignores 'safe sex'

The Reagan Administration, after months of heart-searching and wrangling, has finally released recommendations for Aids education in American schools.

The result, attacked by many as "too little, too late", represents victory for the Education Secretary, Mr William Bennett, over the Surgeon General Dr Everett Koop, who wanted maximum stress to be laid on the use of condoms as a preventive measure.

Since Mr Bennett has thrown his weight publicly on his side in this matter, the outcome is not considered surprising.

The Education Secretary, a Roman Catholic, has insisted that the message given to schools should be one of abstinence and monogamy, and that is the theme running through the 57-page report. It rules down that all Aids material being sent to schools by the Federal Government should tell children to avoid sex unless that parental consent should be required before any child is given instruction.

In contrast, condoms get a single mention, and that is in a section separate from the one on school programmes.

Congressional critics have made unfavourable comparisons between the Reagan Administration's efforts in the field and those of other governments, notably the British. There have been suspicion that Mr Bennett is trying to use the opportunity to ride his own hobby-horse.

Congressman Barney Frank said it seems Mr Bennett thinks that education should have a dual purpose: it thinks it should inculcate traditional values, and education which will stop behaviours of which Mr Bennett does not approve would be wrong.

The Education Department has denied it was responsible for the delay in producing the report – a claim that did not sit well with Representative Henry Waxman, chairman of a congressional hearing on the issue. He said: "Plans, plans, following upon plans. Officials meet, they plan, they plan, but nothing happens. Meanwhile the infection spreads and people die."

Reports from around the country, however, indicate that many school boards have not waited for the Government's recommendations before undertaking the task of educating children about Aids.

There is the final responsibility, it seems to have opted to ignore the Surgeon-General and teach about condoms and all. Mr Bennett may have won the ideological battle, but public support notwithstanding, he may have lost the war.

Books returned

The 44 textbooks removed from Oklahoma schools last month by a judge ruling that they promoted "religion of secular humanism" are back on the shelves again, at least for the moment.

A federal court has granted a temporary suspension of the banning order until it can hear an appeal against the verdict by the state education board.

The decision has been a considerable relief to Alabama teachers, many of whom were faced with the prospect of trying to take lessons without books. It is not known when the appeal will be heard, but the court has promised a quick decision.

Video preview

The British Council has produced half-hour videos for overseas students who intend to study in Britain. The films, which cover pre-higher education level, degree and postgraduate level [illegible]

OVERSEAS

Demjanjuk on trial: a reminder to Jews everywhere of their shared roots

Young clamour to witness 'Ivan the Terrible' trial

ISRAEL

Shaiva Weil on the deep impact of the Demjanjuk case

The trial of Mr John Demjanjuk, allegedly the Nazi war criminal "Ivan the Terrible", has made an extraordinary impact on education in Israel.

Last October, the country's Ministry of Education and Culture produced a pamphlet with background information on the defendant and the Holocaust for 15 to 18-year-olds. Then in December, the Ministry's director-general, Mr Shimshon Shoshani, suggested that teachers discuss the Nazi persecutions in civics lessons. He also recommended seeing the Claude Landsman film, *Shoah*, about the Holocaust.

The public interest in the Nazi years was underestimated, however. Mr Shlomit Harburger, head of public relations at the Jerusalem Centre for the Performing Arts, where the film was screened, said that in the 10 weeks before the Demjanjuk trial, 7,000 schoolchildren in the capital alone had viewed the film.

Once the case opened, the Ministry – in response to public demand – succeeded in raising the required funds to film the whole trial for educational television.

Some teachers, discovering that individual pupils had played truant to attend the court, decided to bring their whole class to view firsthand the workings of Israeli law.

The day I was there, a class from the "development town" of Kiryat Gat came up to Jerusalem with their teacher after discussing the judicial procedure in class. I asked a group of 16-year-olds how they reacted to the trial. Though their parents had almost all come to Israel from North Africa, they unanimously declared that the Holocaust was relevant to all Jews, irrespective of their origins.

Ohr, a sixth-generation Israeli from Tel Aviv who had taken a day off school to attend the trial with his mother, declared that this was a subject which was important to the whole world.

The prosecution claims that Ivan the Terrible was responsible for the death of 11,000 to 12,000 Jews a day at the Treblinka camp, where a total of 870,000 were killed.

On August 2, 1943, Jews at the camp attempted an ill-fated revolt. Half of the escapees were killed near the fence, and 150 made it beyond the camp perimeter. Only about 50 survived, and some of these have testified at the trial and identified Mr Demjanjuk as Ivan the Terrible.

Despite the heavy rain, the auditorium at Jerusalem's major convention centre Binyanei Ha'ooma, where the trial is taking place, was packed to overflowing on the day I attended.

The spectators were, surprisingly perhaps, largely young people and from many different backgrounds and origins. Outside, a long queue was forming, waiting to get into the courtroom later on in the day. On dry days, schoolchildren camp overnight in sleeping bags to ensure they are admitted early the following morning.

I was seated next to Mr Demjanjuk's daughters, Irene and Lydia, in the press gallery. His beautiful 15-month-old grandson Eddy played at my feet, occasionally chortling rather loudly.

As one witness was giving her testimony, the judge suddenly complained that a baby was interrupting proceedings and should be removed. Police approached me, and asked me to explain to Mr Demjanjuk's daughter in English – she lives in the United States – she had to leave the courtroom.

She took one daughter by the hand, I was entrusted with the baby and we were led to a back room. I wondered whether this child, which was temporarily in my charge, was really the grandson of Ivan the Terrible, a man responsible for the death of thousands of Jews in concentration camps.

The presence of Mr Demjanjuk's family affected many in the courtroom. Ms Lois Cohen, a British youth worker for the Jewish youth movement Habonim-Dror, was attending the trial as part of a Holocaust seminar organized by the Jewish Agency in Britain, Israel and West Germany.

She said it was "very strange sitting near Demjanjuk's family" and added she was "proud to see justice done by Jews. It's a lesson that can be learned by everyone, not just Jews."

Ms Debbie Huglin, a senior youth leader on the same programme, thought that the case was significant because of the awareness it has aroused among Israelis. "This trial reminds Jews everywhere of our shared roots – and therefore our shared fate," she said.

Budget takes bytes out of marking

IRISH REPUBLIC

Exam automation is shelved, but the teachers' pay rise has survived, reports John Walshe

Results of state exams taken by Irish secondary school pupils will continue to be tabulated by hand – because Dublin's Education Ministry cannot afford new computer equipment.

The delay in automating the exam system is one of a series of cutbacks in what is generally regarded as the toughest Budget in the Republic for years.

The economic and demographic structure in Ireland is out of line with the rest of the Common Market. It has the highest percentage of young people (nearly half the population is under 26), one of the worst unemployment rates, one of the highest levels of borrowing per capita, and renewed emigration.

It is small wonder, then, that a tough Budget was needed and education – along with other services – bore its share of the cuts.

The new Fianna Fail Education Minister, Mrs Mary O'Rourke, – cuts in career guidance provision.

But she implemented a proposed reduction in assistant headmaster posts in secondary schools and the planned "freeze" on spending on primary and secondary schools.

Mrs O'Rourke also introduced some measures of her own, notably a sharp reduction on non-salary spending in higher education colleges and an increase in fees paid by pupils who use the school transport system. The setting-up of youth service boards to co-ordinate out-of-school activities has also been shelved.

Even with these cuts, the education caused by the pay for new teachers to cater for the increased pupil population. The other main element of the increase is the next phase of a special salary award to staff granted last year.

Teachers are fortunate to get this rise, because the Budget also proposed a clampdown on any further special cash awards as well as a general public-sector pay freeze.

A casualty of the cuts in non-pay spending will probably be curriculum reform in secondary schools, which one union leader said would be strangled for want of cash.

This curtailment would disappoint Mrs O'Rourke, only the second female Education Minister in the Republic.

She and the first woman incumbent, Mrs Gemma Hussey, went to the same Loreto convent school in Bray, County Wicklow, and share similar views on the need for sex education in schools, the elimination of sexism and sex stereotyping. Both want to see the [illegible]

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LETTERS

Careers service users are denied what they need

Sir – I read David Peck's article (*TES*, March 27) with great interest. However, I would like to present some of my own observations.

The concept of the "honest broker" without institutional loyalties is unrealistic.

Careers staff, like many others in the public sector, are continually under pressure to meet the needs of groups other than young people.

We have to maintain occupancy levels on the Youth Training Scheme, meet Christmas guarantee targets, market Certificate of Pre-Vocational Education courses, encourage new further education provision, and the like.

This "uniquely disinterested" position is a simplification of the basic realities.

His notion of the advocate "guarding the contract" again seems Utopian.

What sort of "advocacy" relationship can the careers service develop when staff have caseloads numbering hundreds, compared with other "professionals" who deal individually with adolescents within much more manageable caseloads and territories?

Furthermore, is a careers officer professionally qualified to question the aims and objectives of course tutors, YTS managers, and teachers?

I endorse the view that our work is "profoundly educational".

But, since the late 1970s, the service has had to survive with the psychological pressure from educational cutbacks, central government priorities, criticism from industry, and the major goals of YTS.

Many of these challenges have been met. But at what cost? In areas of high unemployment, we are perceived as a YTS clearing house.

Client-centred? Our clients are not being allowed to use our services as they should.

In reality, the careers service is the one that is being used.

DAVID COOMBS
District careers officer
Merthyr Tydfil Technical College
Ynysfach
Merthyr Tydfil
Mid-Glamorgan

Face values: concept of the "honest broker" without institutional loyalties is "unrealistic"

Split loyalties

Sir – David Peck asked whether the local education authority careers officer was "advocate, broker or marketing man."

I suspect that few who come into contact with the careers service realize what a very odd little thing it is – personal prejudice aside. It lives with the l.e.a. s who look to the Department of Education and Science, but it is governed in its duties and powers by the Department of Employment.

In theory, that dual responsibility might seem a sensible arrangement to bridge education and employment – a brainchild of loving parents.

In practice, the careers service has suffered the results of considerable parental estrangement and no one really knows if the new stepsister, the Manpower Services Commission, will unite or bust apart the family. Can she really bring mother and father together for ever? Was this ever a marriage of true minds?

Will they stay together for the sake of the children? Will either parent ever allow little Careers Service to grow up to become an independent advocate – to choose his own career? Or will father want a marketing man and mother need a broker?

T G COLLINS
123 The Midlands
Holt
Trowbridge
Wiltshire

Hidden: a gender

Sir – The article on the role of careers officers "Advocate, broker or marketing man?" (*TES*, March 27), illustrated by three pictures – of men.

I have a suspicion you may be overwhelmed by a barrage of protest letters from women in the careers service, who make up a significant proportion of officers and whose significant contribution to the work. Why is it that they seem to be forgotten?

DAVID ALLAN
Careers officer (Information)
Leicester

Cues for life: youth club

Good relations

Sir – Generalizing from the particular is common in certain styles of journalism; it is not to be expected in an article from a professional colleague.

Anne Krissman in "Growing together" (*TES*, March 13) acknowledges the particularly limited nature of her youth work experience – then makes sweeping comparative generalizations about relationships in schools and youth clubs. To have found a youth club having "chummy time" may have been quite an achievement – it does tend to suggest that her experience was not typical!

The tools of youth work are not the suggested table tennis bat, disco and coffee bar, but relationships. Relationships are the essential element in the process of social education in which youth workers are involved. The transition from childhood to adulthood requires the opportunity to experiment with a variety of relationships in a wide range of settings. The success of the process often depends on the skill and sensitivity of the staff (full-time, part-time or voluntary) in aiding the interpretation of the experience. Of course youth work does not have a monopoly in the field of adolescence: the educational process is a continuous interplay between home, institutions (school and youth club) and community.

Freedom of speech may allow for "unsavoury sexist remarks"; it also allows for intervention and challenge. Up and down the country, night after night, informal learning is being created out of such situations.

CHRIS TOMSETT
Chairperson
National Association of Youth and Community Education Officers
Sandy
Bedfordshire

Breaking silence

Sir – Voluntary Organizations Communication and Language are to be congratulated for their recent report on speech therapy services, in which they point out that tens of thousands of children with speech and language disorders are being denied the help of speech therapists.

The following example of appalling neglect in Clwyd qualifies for the VOCAL report. Twenty special needs children suffering from speech and language disorders who attend the partial hearing units at Wrexham Borras Park CP infants and junior schools were receiving the totally inadequate provision of only half a day's therapy per week.

Now that help has come to a halt and the children have received no speech therapy since Christmas, because their therapist left to go abroad and the Clwyd Health Authority has so far been unable to recruit a replacement.

A rapid solution to this tragic situation must be found. I believe it should be made a legally binding responsibility for either the health or education authorities to provide speech therapy. The present situation in which children fall between the two has proved itself comprehensively useless.

The Government should stop taking advantage of a dedicated and predominantly female profession and pay it a decent salary for the job. A speech therapist after four years of training and a degree starts on £6,096 per year. Four stages on, the salary is £7,056.

There is so much unnecessary suffering with our most disadvantaged children missing out.

KEN MACK
Clwyd Campaign for Improved Speech Therapy and Physiotherapy Provision for Special Needs Children
19 Craithie Place
Wrexham, Clwyd

Crossed lines

Sir – It is to be hoped that the optimistic report of firms sponsoring maths and science students (*TES*, March 27) will be followed by progress reports on their careers. It is cynical to suggest that only the altruistic will still be teaching in a few years, but how can it be otherwise?

My daughter served her probationary year as a reception class teacher in Ipswich, near a large British Telecom plant, and shared a house with two young graduates who worked there.

Not only was her salary, even with "good graduate" increments, almost half theirs, but they had the best of other perks including flexitime.

The biggest bonus of all was that at the end of the day they had finished work! Not for them the endless preparation and planning of primary school teachers – their spare time was their own. We reluctantly came to the conclusion that England values telephones twice as much as children.

C S THORNE
124 Dovedale Avenue
Long Eaton, Nottinghamshire

Parents' lobby

Sir – To say that I was less than happy about Jeremy Sutcliffe's report (*TES*, March 27) on the national lobby of Parliament would be an understatement.

As one of the organizers of the event, I suppose I should be overjoyed that at least one member of the press stayed on for the later speeches. However, if Mr Sutcliffe had listened objectively, he would have noticed that the main point was to provide a platform for parents – and not politicians.

Parents from as near as Putney or Chiswick met parents from as far away as Southampton or Shotton and discovered that they had something in common – a deplorable lack of resources for basic educational essentials.

Perhaps Mr Sutcliffe missed the plea from the Dorset lady for a redistribution of funds to the shire counties, and perhaps he was out of the room when the representative from Harrow emphatically spelt out a similar message from within the urban environment.

Mr Sutcliffe's brief report dwelt on his own imagined machinations by the organizers to play some sort of machiavellian political game. In fact the truth is much more prosaic. We had carefully drawn up a balanced programme of speakers only to have it disrupted at the eleventh hour by Government intervention in the form of a suddenly convened education debate at 3.30pm, exactly the time that Kenneth Baker was due to speak at our rally. So we were really rather pleased that he turned up at all.

As for the number of people in the hall, we never expected it to be full all the time. MPs were being lobbied at the House of Commons and this was a very time-consuming occupation. I was still at the House after 6pm, along with others who had been waiting for their MPs.

For the record, about 30 MPs were actually met and a number of others were sought by constituents without success. Because we had to leave Central Hall by 5pm, we were obliged to cut speakers short towards the end. Even so, we had a number of reports back from parents who had spoken to their MPs that afternoon.

Representatives of the press were in attendance all afternoon and many were still around to take photos (*TES* included) and report on the delivery of the parents' manifesto to 10 Downing Street.

I think Mr Sutcliffe should consider the day a profound success. Considering that parents have very real problems now that the teachers have started their new action, it was terrific to have our visitors' book signed by even small delegations from hundreds of miles away and larger parties from all over the London area.

Perhaps his March 20 article about the real advances in parent power should now be followed by a series about the parents' new-found influence on politicians who, until very recently, just did not want to hear from this important group of voters.

MARTIN REDSTON
All London Parents' Action Group
23 Alverstone Road
London NW2

Direct mailing

Sir – As teachers are no longer in contact with the Department of Education and Science via unions, the only way to make contact is for a teacher to write to Kenneth Baker, York Road, SE1 7PH on a weekly or monthly basis until our negotiating rights are reinstated.

I hope that thousands will join me in doing so!

VALERIE WHITAKER
Myrtle Cottage
Sulgrave Road, Banbury

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LETTERS

Moor inspiration

Sir – What a sorry tale Linda Hall (Talkback, March 27) tells of her experience in higher education as an interviewer for English literature students. It was positively spine-chilling to read the lame responses to her queries on "set" texts and their own private reading.

I would hazard a guess, though, that those poor responses may be due in part to the still prevailing attitudes of some examination boards towards A level English literature examinations: learn the texts; choose one question from two; write on four texts in three hours.

With such restrictions from the boards, teachers have often had to fall into the trap of teaching what they think the boards want in terms of examination answers, essay styles, stock responses and often – I have to agree – little appreciation for English literature writ large.

However, I have also to say that this has not been my experience with students when teaching an A level course that encourages candidates to complete coursework as part of their examination; has some form of open or long study; and, where there is a timed exam element, students have access to the texts they have studied.

Candidates under these conditions feel free to discover for themselves, as well as with their teacher, how literature "works". A course that also allows the school to nominate its own choice of coursework texts also allows for students' enthusiasms.

An A level biased towards coursework encourages the wider reading so sought after by Linda Hall. It also allows students to develop, understand and enjoy their work. It gives teachers a very real and rewarding part in the assessment and structuring of A level courses.

Lastly, it won't hurt A level boards to note that the way GCSE literature can be taught using 100 per cent coursework, with personal and critical response, heralds the way to a more expansive approach to A level. Perhaps in the not too distant future we can all go to Haworth and look for Heathcliffe as a legitimate part of our course.

ROB KENDALL
4 Melbrake House
Pytchley Road
London SE22

Minus for maths

Sir – I am writing to express my outrage at Linda Hall's article.

As a sixth-former preparing to take both A and S level English literature, I feel obliged to point out that colleges of higher education do actually select their interviewees and perhaps, therefore, are to be blamed if candidates do not meet the required standard.

I applied to five universities through UCCA this year and was interviewed by only one, Oxford, whose entrance exams I had to pass first. Despite doing this, I was not considered capable enough for consideration by UCL, King's College, London, Manchester, and Kent. I could present opinions on *Lord of the Flies*, *King Lear* and lots of other things besides, but was not given the opportunity, presumably because – heaven forbid – one of my other A level subjects was maths.

If lecturers such as Ms Hall want better interviewees, then perhaps they should show a more flexible attitude when considering candidates' applications. If they wish to distribute blame for student ignorance, they should look no further than those purporting to be teaching the subject.

KEVIN ASHTON
St Austell Sixth-Form College
Cornwall

Latin for all

Sir – It is certainly true that there are difficulties throughout the country in continuing to provide for those pupils who wish to study Latin. The reasons for the decline in popularity of this subject are complex, but few would dispute that the change in university entrance policies was more significant than any change in school organization.

It is easier to respond to the concerns about the provision in Islington (*TES*, March 27). Last year, two pupils from Highbury Grove school were entered for A level Latin out of a total number of entrants throughout the Inner London Education Authority of 27 pupils. As part of the authority's tertiary college proposals for Islington, there is a commitment to protect and promote not only the study of Latin but other classical subjects, for example Greek, ancient history and classical civilization. The intended arrangements are well beyond the capacity of any existing secondary school in inner London.

In addition, the authority intends to appoint teachers in these and other minority subject areas who would work both in 11 to 16 schools and the tertiary college. This, I hope, places in context the remarks of those who would wish to see the continuation of the existing unsatisfactory arrangements.

WILLIAM STUBBS
Education officer
Inner London Education Authority
The County Hall
London SE1

Mother load

Sir – The proposal that all schools should keep continental hours is a blow against working mothers by the male-dominated National Association of Head Teachers.

It has failed to notice that, in other European countries, shops and offices also begin their day earlier. Statistics show that, in the majority of families where both parents work, it is still the women who have responsibility for the children and try to find employment where the working day is compatible with the school day.

After-school childcare is not as easy to find as the NAHT would have us believe. Its proposal means that vandalism will be shifted from the playgrounds (its responsibility) to the streets (not its responsibility).

Although my own children have been totally unaffected by the events of the last two years, I have no doubt that any reassurances that after-house extra-curricular activities will keep children off the streets during afternoons will be greeted with scepticism by many parents.

JANE F SOUTHERN
Moonraker House
35 Nackington Road
Canterbury
Kent

Glasnost all over

Sir – *Glasnost* is a word that seems likely to be with us for quite a while, so it is probably worth while making an attempt to understand what it connotes.

Adrian Room made an interesting contribution (*TES*, March 20), and here is another attempt: "Not quite 'publicity', but giving full information, telling the truth – even unpleasant for some people – about all problems."

This was offered by Professor Fyodor Burlatsky, head of the department of philosophy of the Institute of Social Sciences in Moscow, vice-chairman of the Soviet Association of Political Sciences, and a political observer on *Literaturnava Gazeta*.

He was speaking in London, in English, on November 6, 1986, at the School of Slavonic and East European Studies, and he started by saying: "We are taking first steps on long way to Tipperary. We have started very deep structural reforms, not simple to do in any society . . .

His talk was full of *glasnost*, and gave his audience some idea of the problems that face Mr Gorbachov and his Government now and for years to come.

VIVIEN PIXNER
6 Lancaster Grove
London NW3

Gorbachov with Thatcher: starting very deep structural reforms

Heads and deputies must have separate negotiation

Sir – I would like to make various comments on the letter from John Sutton of the Secondary Heads Association, which dealt with separate negotiations for heads and deputies (*TES*, March 20).

Let me first of all deal with the three opposing points to this idea posed by John Sutton:

☐ Obviously the associations which have heads and deputies in membership would be entitled to representation on any separate committee or subcommittee. That would not involve duplication but would re-concentrate the minds of the negotiators on the needs of heads and deputies in salary and conditions of service terms;

☐ Any reader of the Acas Agreement, let alone the Secretary of State's package, would see very clearly that the salaries and conditions of service of heads and deputies are far from "inextricably related" to the rest of the profession, to quote John Sutton's words.

I would like to know what differentials have been established because there was precious little logic behind the figures under Acas and while there was an improvement under the Baker package, it did not go far enough;

☐ The argument that separate negotiations would result in heads and deputies being treated as the lowest rank in local authority administration holds no water whatsoever. First, we would not be part of the local authority administration negotiating machinery. Second, I would point out that inspectors and advisers have had their separate committee for a long time and they are not treated, in salary terms, as the lowest rank of local authority administration.

If heads and deputies were to have a separate committee or subcommittee, it does not mean that they would cease to have a say in issues of salary and conditions of service for the entire profession. Their advice and expertise would not only be sought but given, as indeed takes place in a significant number of other forms of negotiating machinery where the more senior members have their salaries and conditions of service negotiated separately from others.

John Sutton is really on very weak ground indeed when he seeks to argue that the history of the Acas talks and the Burnham Committee demonstrated numerous instances where the views of heads and deputies have influenced the results of negotiations. If that were indeed the case, why did his members reject the results of Coventry and then reject once again the results of Nottingham/London?

It is the history of the Burnham Committee and of the Acas talks, combined with the proposal that we create a National Joint Council with exactly the same voting pattern, that proves conclusively the National Association of Head Teachers' case.

I agree with John Sutton that heads and deputies are part of one profession and are not a separate breed, but is he seriously arguing that in other forms of negotiating machinery in the public sector people who have separate committees regard themselves as a separate breed and not part of the same profession or occupation?

Let me give you the police, the firemen and indeed the local authority chief officers, deputies and other education officers, as three examples to start with.

The whole of John Sutton's case really comes unstuck in the last paragraph of his letter when he argues that the salaries and conditions of service of all teachers should be fairly and openly negotiated in one body where all the interests of the profession are properly represented.

What chance have the heads and deputies in a body where the NAHT and SHA have three votes out of 28? John Sutton knows only too well that in endorsing the NJC which emerged from the Acas agreement, he was committing his association to the current pattern.

In an ideal world his argument might have some validity, but regrettably the time has come for the salaries and conditions of service of heads and deputies to be given separate consideration.

The developments of the past few years, let alone the developments to come, combined with the stark difference in contractual terms pointed up by the Acas agreement/Baker package, make this inevitable.

We really cannot contemplate any new negotiating machinery where our members can and will be consistently outvoted as anything other than intolerable and downright illogical.

DAVID HART
General secretary
National Association of Head Teachers
Haywards Heath, West Sussex

Going native

Sir – I have read with great interest and surprise Clare Lambe's article on "A matter of priority" about the EEC and teacher mobility (*TES*, February 6). The statement that West Germany does not recognize foreign qualifications of teachers and gives priority to teachers educated and trained in Germany is true.

At least all those trained according to the German educational system are given equal opportunity. Those trained in and according to the British system (whether in Britain or outside) are divided into categories that are so subtle that it is hard to put one's finger on it and yet the differences are there and people suffer from it.

The "best qualified" person is invariably an Englishman or an Englishwoman. The advertisements for posts for teachers mention no preference as far as nationality is concerned, let alone national qualifications. But a reply to an application makes it very clear that the "best qualified" is not being sought, but an American, Canadian or British for teacher or head-teacher.

In many cases, a mixture of these nationalities in the staff of a school is considered the best form of "internationalism". This could certainly not be in the spirit of education!

The "native-speakers" are protecting their territory all over the world with all the subtle measures at hand, so that the impression that one has certain preferences is obvious only after a number of experiences. The question of giving preference to "native-native-speakers" is not just a matter of Great Britain or America, schools outside in the world that pride themselves in being European and international remain basically "native-speaker" protected.

Examples of replies I have received:

1 An Anglo-American School: ". . . Thank you for your application and curriculum vitae which are impressive. Unfortunately, we are mandated by board policy to hire Canadians, British and American teachers from overseas."

2 European Schools, Department of Education and Science, London. ". . . As you will have seen from the information enclosed with the form a teacher appointed to the European School must be British or Commonwealth subject. Applicants should also have UK teacher status and preferably some teaching experience in UK".

West Germany is certainly not alone in this protective attitude. I do believe that the Münch Report of October 1986 should be considered very seriously by all members of the EEC before pointing a finger at the other.

UMA SCHRÖDER
Burgstr 14
D-3104 Adelebsen
W Germany

Clare Lambe writes:

1 When West Germans can teach here without even the *Abitur* and can receive a State-subsidized university education, they have few grounds for complaint.

2 Teachers in this country who feel that native-speakers can do the job better are free to resign in their favour.

3 Foreign EEC nationals teaching in Britain have not clamoured for pupils in their homeland to receive the benefits of native English teaching. Despite their "deprivation", French and German pupils are not less proficient at languages than their British counterparts.

The protectionist policies of certain governments have the support of the teaching unions in those countries.

4 Pupils experience "authenticity" through the *Assistant*.

5 Prospective teachers and others are entitled to know the facts, despite any pious outcry form the *faux dévots*.

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

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TALKBACK

GOVERNORS

Attracting the right kind

Jim Smith

Last night I faced the most difficult governors' meeting of my career.

But let me first pay tribute to that exceptionally supportive group of men and women, busy people in their own right, who gather together at least once a term as governors of this school. They listen patiently to a headmaster's report, offer praise where it is due, encouragement where it is needed and criticism where required.

With a few probing questions they have been known to reveal doubt and uncertainty, often highlighting issues that are not receiving their proper attention. They bring to each meeting a wealth of invaluable experience, a combined wisdom, plus a grim determination not to be fobbed off by petty bureaucracy and their loyalty to the school is beyond question.

The item on the governors' agenda was the 1986 Education Act and they were far from inspired. Come the summer term, like it or not the governing body must hold an open meeting to which all parents will be invited. Prior to that meeting they must have delivered their annual report to those same parents.

At the meeting, they must be willing and able to debate that report with all who would question it. This may seem the very height of democracy to those who dreamed it up. It had but one effect upon mine – it frightened them off.

Why should they feel so insecure? Over the past few years they have honestly sought to increase their knowledge and understanding of education by inviting heads of department and others, to present papers, lead discussions and answer questions on specific curricular and organizational issues. This has helped to break down the remoteness and formality of their position, providing most of them with a sound foundation and understanding of the procedure and practices of the school.

While this newly acquired knowledge has been of immense value within the privacy of a governors' meeting, I do share with them the fear that it has not yet been sufficiently digested as to survive the spotlight of public debate.

Try as they might – and I do hope that I have given full credit to those

who have tried – our governors still remain relatively remote from the vibrancy of school life. They still demonstrate a very strong pre-disposition to turn their attention from issues with which they feel insecure (mainly curricular matters), to those with which they are far more confident because their track record is proven.

A meeting will turn with alacrity from a discussion on sex education to an agenda item concerning the state of the school buildings. I'm sure that my governors are not alone in being "turned on" by such matters as leaking windows, shabby paintwork, tattered curtains and the school coach-park. Indeed, on issues concerned with the health and safety of pupils, they had some notable successes, but may be seen as but trivial pc compared to that which is ex pected of them.

With regard to that mattery term it must be stated that there is evidence that parents are seeking such an opportunity. Th little evidence to suggest that "power" in the management of ernment of schools is desired by than a tiny minority of parents. confirmed time and again by secondary schools who find creasingly difficult to discover actually willing to stand as governors.

The more difficult it is to parents to serve as governors, representative those parents are to be. Now the additional pro attracting parents to this operat of governors must be faced.

The smaller the audience, representative of the parent bo will be and only time can tell vested interests will emerge. Th ernors are not blind to the ve danger that others may have looked and they are far from

No doubt many governors will themselves equal to the ne accepting the full challenge of the Education Act. But what person will come forward to those who fall by the wayside?

Jim Smith is headmaster of the tonshire School, Northallerton, Yorkshire.

UNIVERSITY INTERVIEWS

Reversing the roles

Kevin Morris

It was alarming to read Linda Hall's article (Talkback March 27) and her approach to interviewing candidates to read for English degrees.

It is a pity that Ms Hall did not walk out of her interviews. At least the candidates might have been a little more inspired.

As a PGCE English student, I have recently been involved in literature teaching at various levels. I don't think we are breeding philistines but I do think there is a lack of understanding between what goes on in secondary school and what higher education courses offer.

I'm not surprised that candidates don't read books in their spare time, but I'm sure many of them go to the theatre, watch films and visit art galleries. Most A level syllabuses don't require personal reading (apart from the Alternative Cambridge course) and, when 16 to 19-year-olds are taking two or three A levels, do you blame them? It's bad enough having to battle through set texts, learn quotations and write critical essays.

"What do you read for pleasure?", is like asking "What are your hobbies?" when, in 1987, many pupils and students alike are doing some form of paid part-time work. Have you ever asked about that?

What about other art forms? If literature teaching is a verbal and expressive art-form that is essentially about getting students to make-meaning, then why don't you ask them about other art-forms? Do you paint, act, sculpt, dance, sing, write poetry? In my experience, many students are very active. They are involved in a whole host of art-making activities. Aren't you interested in the rounded student?

To respond to terse questions like: "What would you say is the central theme to *Lord Of The Flies*?" is in my opinion a waste of time. Why ask such a question? Perhaps because you know the answer? (By the way I would have thought that the notion of a central theme is problematic in that it assumes there is one. I would have thought that this novel has many themes!)

It seems to me far more valuable when interviewing a candidate for a BA English degree to be asked to *write*; not to judge whether or not he or she can write well or to test whether

the candidate is familiar with Naham Tate's position on *King Lear*, but simply to provide a *real* context for an interview.

Why be so concerned with the consumption of texts; asking questions relating to criticism, plot or character? Eliciting some original writing, be it autobiography or a description of the journey that they have just undertaken, provides not only a context for the interview, but gives candidates an opportunity to write for a *real* audience: that is, you the interviewer.

Perhaps, even reversing your role might prove successful. Do you have any questions you'd like to ask me on *King Lear*? I wonder how you would cope with that one?

Kevin Morris is a PGCE student at Bretton Hall College.

POETRY

Sneering at pop

Geoff Veasey

Many years back now, as an idealistic student, I had to choose a dissertation title for a college main subject course in English, speech and drama. While other students toiled over psychological analysis of Shakespeare, or compared Yeats and T S Eliot, my thesis was entitled, "Poetry in the Secondary School". It bore little resemblance to the recent HMI report on the same topic (*TES*, March 27).

One of the main threads of my argument was that in neglecting the lyrics of contemporary popular music, teachers deprived themselves of a valuable resource. Now I would extend that hypothesis to include primary schools, having spent my last 16 years in junior education.

It was based on direct experience. I was teaching in a Kilburn comprehensive at the time; my toughest class was a group of cynical, predominantly black teenagers preparing to leave school that same term.

Halfway through a moderately successful project on pop music, the legendary rock guitarist Jimi Hendrix died, his career tragically destroyed by drug abuse and the superficially glamorous trappings of the entertainment business. It upset both them and me: they had lost a hero, and so had I.

We went into the subject in some depth, contrasting the innocuous, naïve quality of Hendrix's lyrics with the dark nature of his death. There was a certain propheticism about some songs which revealed a chilling resignation, a premonition, almost, of doom which I had previously missed completely.

Behind the wall of noise and distortion for which the man became unfairly infamous, was a gentler, more metaphysical soul. In short, whatever one thought of the music, the man was trying to say something; to reach people.

The same is true of many other rock and pop writers of successive generations. My thesis was littered with stanzas, couplets and quatrains which I felt illustrated the strength of argument. There is little point in adopting that approach now. In the poetry world, the divide between lyricist and poet is shrinking. Browsing in a university bookshop recently, the slim volumes of Jim Morrison and Leonard Cohen were alongside Betjeman and Ezra Pound.

I accept that much popular music is commercially produced, geared to maximum profit for minimum effort. It is inevitable that most of it will be transitory and lightweight. What I cannot accept is that the entire genre should be dismissed as trivial musical wallpaper. Ever since the ascendancy of 20th-century negro blues in United States, there has been a poetic imagery permeating pop music, largely ignored or ass because of bigotry and prejudi by its non-classical derivation. it is the compactness of these lyrics which make them so acce Poetry seeks to express images tically, in an abbreviated form yet the literary establishment the often incomprehensible, ly obscene ramblings of Allen berg, while the succinct, concis put of the pop industry is

Multicultural education is cultural as long as the youth and its attendant art forms grated, merely because they our personal taste. Sneering as plebian as dismissing the Vivaldi purely on the ground dead. Or as illogical as closing mind to Wagner because of tional stereotypes of Nazi buted to his music in Hitler many.

One of the most potent sharing areas of pupil contact school assembly. I have always include "play-in" and "play-out" in mine, with a linking theme re the text of what I intend to

Children tend to sit up and listen music is familiar. When the words read aloud, or pointed out overhead projector, their enjoyment heightened. Perhaps more tantly, children can see that teachers are not trapped in a warp, and are prepared to place on a part of their culture. Inclusion out of place in school. We preach broad-mindedness approach to understanding of demonstrate is as practitioners.

Geoff Veasey is deputy head at End Junior School, Coventry.

Teaching Poetry in the Secondary School: An HMI View (London: HMSO £1.95) 87/1 pp 50.

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A LEVELS

Second chance

Bryn Like

For some students the A level selection test for admission to higher education is a completely inappropriate hurdle.

A study of entrants to the HND in physics course at Portsmouth Polytechnic between 1969 to 1985 has shown that at least 20 per cent of these students were capable of gaining degrees even though they were one A level short of that required for direct admission to a degree course.

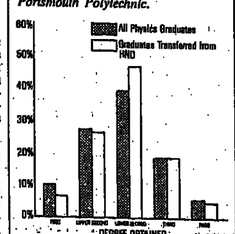
Of the 321 students enrolled for the HND, 55 transferred to a degree course before completing their first year at the polytechnic. Most of them transferred within six months of joining. A further 25 successfully completed degree courses after gaining the HND.

The histogram shows that the quality of the degrees they gained was as good as those achieved by the A level qualified undergraduates.

For these students the second chance route via HND was effective but one wonders how many equally capable students have been discouraged from proceedings to higher education by their A level results?

The fact that the limited numbers of HND courses offered tend to be in those subjects for which there is the much publicized UK shortage of qualified personnel makes the loss particularly unfortunate.

Dr Bryn Like lectures in physics at Portsmouth Polytechnic.



Percentages of physics graduates with A levels or HND background 1969 to 1985

FEATURES

A sound start

The remarkable results of infant teachers doing everything they are not supposed to

Except for very extreme cases, if a child is not reading fluently at the age of seven, then it is the teacher's fault." And infant class teacher Sue Lloyd backs up this statement by pointing to the reading success of the pupils at Woods Loke primary school in Oulton Broad, near Lowestoft, where she takes the first year infants. She also confesses almost immediately: "And we're doing everything here that we are not meant to be doing, except for involving parents."

There is not one non-reader among the top infants at Woods Loke. This is corroborated by the junior staff who say the only remedial children they get are those coming from other schools. Moreover, in the Suffolk tests that are given to all seven-year-olds, the Woods Loke children reach an average score of 115 against the norm of 100. And last year, in the Young's Reading Test given by the school to all children aged six or more, no child scored below 90 which normally 25 per cent of children would be expected to do, according to Sue Lloyd. Their average score was 116.4.

Yet the method followed by Mrs Lloyd and her colleague, Joan Dorr, head of the infant department, is generally looked upon with disfavour these days by teachers, advisers and teacher trainers. The children are taught to read using the initial teaching alphabet (i.t.a.) and a rigid system of phonics. Thus, in their first term, the rising-fives are obliged to learn the 44 sounds of the phonetically based i.t.a. at a rate of around six sounds a week. Only when they have learned these sounds and their accompanying symbols can they move to a reading book – still in i.t.a. of course.

From their first day at school, the children are given a few minutes of auditory training daily. They learn to recognize first one sound and then two until they can discriminate between the initial, medial and final sounds in words, make blends and read out from cards all 44 symbols at speed. This auditory work is reinforced by illustrated sound sheets. The children use these to learn to write the symbols alongside pictures to colour in. They then transfer each new symbol into a sound book which becomes a record of their progress. They also take home the sounds that they are learning on small cards to practise with their parents.

Parental involvement is vital from the beginning. Not surprisingly, there is an initial session with parents to explain what i.t.a. is and to seek their co-operation in the swift learning of the 44 sounds. It is explained to parents how they can help their children by playing the various games provided by the school, and most are eager to collaborate – if only to make sure that their child learns the sounds by the end of the first term.

After the sounds have been mastered, it is on to the first rung of the reading scheme – *One, Two, Three and Away* with the words converted into i.t.a. Children also begin writing at this stage and, because they are not afraid of using new or long words since it is merely a matter of sounding them out with i.t.a., their writing seems to get off to a quick start.

Once they can read fluently and write a couple of pages on their own, the child is ready to make the change to traditional orthography. This is usually in the child's fourth term when he or she has a reading age of around seven. It is this transition stage which was much criticized when i.t.a. was first introduced into schools in the late 1950s and early 1960s. Certainly at Woods Loke the children do not seem to experience any difficulty. Under the guidance of Joan Dorr, it takes around a year to make the change over in writing. In reading, the transition occurs virtually overnight.

In a class of 32, Mrs Dorr said that she had only talk children who were having any difficulty with their reading or writing; and four of these came from other schools. By the end of the second year, the average child will be reading fluently – from a mixture of reading schemes and story books – and will be writing independently with ease and, it seemed from my conversations with children, with great enjoyment.

Kevin Taylor

Fun phonics: children learn to chant their 44 sounds before being allowed near a book

Mrs Lloyd explains the need for such early auditory training: all children are familiar with the spoken word when they come to school. By breaking down words into individual sounds and showing the child a symbol for each sound, the child learns to relate the written language to the spoken one. With this understanding, they find it easier to learn to read. This system helps all children, she maintains. But it is especially helpful with the child who has poor visual memory and no auditory discrimination: the future non-reader. This is the child who if not given such training will find it almost impossible to break the code of reading.

But isn't the system a little joyless as an introduction to school for children barely four and a half years old? Not according to Sue Lloyd. At this age phonics are fun, she says. They love the repetition and the playing of games. It is only later on that phonics becomes a dirty word. She takes obvious satisfaction in witnessing the moment when all the chanting pays off. "You can see it in their eyes. It is as if the penny has dropped. And then all you have to do is spend time refining the listening skills."

Even so, many teachers would feel uneasy about having such young children sitting for about an hour working on the back-up material of sound books and illustrated sheets. Their teacher, Mrs Sandra Bailey, is new at the school, redeployed from a local school where she taught juniors. She came with some trepidation, having no experience of either i.t.a. or infants. She is an immediate convert. "I found it incredible the way reading is taught here. It hasn't just helped the children. It has helped me." It was noticeable that her pupils were already, not yet five, able to work independently and quietly.

Sue Lloyd is angry that the local education authority is not interested in what is happening at Woods Loke. She says that she is not an i.t.a. fanatic and would use the traditional alphabet if that worked as well. She wants someone to come and see what can be done by two ordinary teachers with children from a not particularly high-flying catchment area. She is annoyed that when their good results are referred to, it is implied that they are super-efficient teachers.

"I failed, too, in the past," she says. "That's why I know what I am talking about. It is what I did that caused these failures and my desire now is not to convert others but to stop them failing children. Teachers should understand that it is their fault, not the child's background or family problems. The reason the child is not reading is because the teacher is using the wrong methods. I was once accused of cheating and teaching to the test. It had never even occurred to me that people did that."

She says that in an ideal world children should be able to learn to read using real books. But most children, needed more structure. "Does the real book movement get the bottom 30 per cent reading? Our method rules out dyslexia."

In her work with non-readers and adult illiterates, Sue Lloyd has witnessed first hand the suffering caused by bad teaching. And it obviously pains her. "Why wait until the child is seven before we try and put things right? Those are wasted years. You can identify children within the first two weeks who will have difficulties and provide the right system for them. Why do we leave children fumbling and stumbling through the education system?"

The general adviser for Suffolk, Dale Wright, confirmed that the children at Woods Loke did very well in their reading test scores. But, as Sue Lloyd had foreseen, he put this down to the fact that "the teachers involved are two enthusiastic, committed, dedicated and highly-motivated teachers with an exceptional degree of interest in the teaching of reading and writing".

The adviser with responsibility for primary, Mavis Hilton, also said that she had a healthy respect for the teachers' commitment to the phonic method and nothing but admiration for the way they taught it. However, she said, the method they used was a narrow one and Suffolk did advocate a wider approach to language.

It is obvious that in an authority where the advisers are gently trying to wean their teachers off reading schemes and into the wider world of children's literature, Woods Loke stands out as a rather embarrassing anachronism. It also causes parental worries when a child has to transfer in or out of the school to another within the county which operates within the established Suffolk framework.

It is also true, however, that Mrs Lloyd has a valid point when she says "i.t.a. and phonics rule us out from being visited. I'm doing everything wrong according to ideas filtering down from the top so they won't come near us. But why can't there be a carefully researched look at classrooms like mine where the methods appear to pre-empt failure?" A question that Mr Baker's English committee might like to ponder.

Julia Hagedorn

Sound Start, a pre-reading phonic kit, has been prepared by Mrs Lloyd for teachers who may be interested in following up her ideas. More information from here at 19 Fleet Dyke Drive, Oulton Broad, Lowestoft, Suffolk NR33 9HP.

I said 'hands up'

Michael McManus looks for clues to more effective discussion but finds that, even in the early years, children are cowed by the demands of their teachers

Teacher-organized discussions in secondary classrooms have more to do with keeping control and managing social relationships than with pupils' learning. Teachers ask questions to which they know the answers, determine who will speak, evaluate contributions publicly, and generally dominate the pace, structure and direction of the discourse.

Douglas Barnes and Frank Todd (in *Communication and Learning in Small Groups*) found that, when pupils were left to discuss problems without a teacher present, the quality of their thinking and understanding improved. Where the discussions failed, it was sometimes because the competitive atmosphere of the classroom intruded.

An in-service diploma student of mine has recorded her attempts to involve four children in analytical discussion of maths problems. Despite the relaxed and friendly atmosphere the pupils repeatedly seek to be first to guess the right answer or identify the mechanical rule that will give a quick solution. Ann Haslem gave the pupils two mileage readings and asked them how many miles the car had travelled:

Joe: Times
Mary: Take away
Hazel: Divide . . . plus
Joe: Six
Mary: 160 . . . five
Lee: 166 me
Hazel: Five
Joe: First time he got 216
Hazel: Lee, you wally.

Wrong answers are punished. The presence of the teacher, however neutral and non-judgemental, seems to eclipse the pupils' trust in thought. They focus on pleasing the teacher. Teachers like right answers – do they not always say "good" when they are given one?

One pupil asked for a calculator:
Teacher: We're not using calculators.
Pupil: Common sense? I hate common sense, me.

This is surely an unintended and unwanted outcome. To hate one's common sense is to accept subordination.

My observations in playgroups and nursery and reception classes over the past year suggest that much of what Barnes and others have found in secondary schools is present in almost fully developed form from the start. Even in the playgroup the day is structured by the teacher: "Right, it's table toys time."
"Right, now it's news time."
"It's nearly milk and biscuits time."

The children also had to play appropriately. To a boy pushing a plastic block along the floor with his foot: "Harry, they're not for kicking, they're for building." To a girl who is lifting and dropping a box lid: "We don't want that, Jaspreet. We don't come to playgroup for that."

During news time the children had to conform to the teacher's structure in order to present their news. They were called out to the front as the rest were "shushed" – a minor ordeal that wiped some of their minds blank. No one was asked to contribute from their position on the mat.

When asked, the teacher explained her rule in terms of keeping the groups attention. Similar reasons are advanced for the familiar rule in secondary school classrooms: "I didn't say speak, I said hands up."

In the time nominally allocated to free play there was a marked difference between the conversation in groups without a teacher/adult and that in those with one. A playgroup of 20 to 25 children will have three or four adults. Left to themselves the children usually play in groups of two or three. In the groups with an adult we typically hear such questions as: What colour is this? How many will fit in there? What is this called? If the children do not respond the adult supplies the answer, sometimes after further questions.

Some of the groups without an adult are concerned with cognitively higher level processes. Two boys are playing with large plastic blocks:
Tim: I'm making a rocket
Kenny: I'm making a rocket
Tim: Mine's a big rocket, big as me.
Kenny: My dad's big, that's not . . . you're bigger than that, look. (Puts one hand on Tim and one hand on the pile of blocks).
Tim: Not big. Get some more on.
Kenny: Get some more on, put some more on. (They do)
Tim: It's big now.
Kenny: It's not big yet. Oh it's going to be massive, I think. Oof.

The project was terminated by a child on a bike who demolished the tower. These children were engaged in valuable learning. They were expanding their knowledge by operating at their chosen pace and level on a problem they had set for themselves. More importantly, perhaps, they were cooperating to solve the problem together rather than competing to see who could be first to the right answer.

In a reception class I witnessed a lesson on the same theme. The children had cut out full size shapes of themselves and been set to measure the shapes using hand spans. Having counted and failed to agree on the same number for each shape, some of the children were trying to explain the discrepancy by comparing their hands. The discussion was cut short by the teacher who called them to her.
Teacher: What do we call these things we have been doing?
Pupils: (No response)
Teacher: What do we call all these different ways of measuring . . . when you did that? (She holds out her hand)
Pupil: Twist hands.
Teacher: Well, we call them units. Units. Let's write units in our books.

In this case the effect of the teacher's intervention was similar to that of the playgroup child on the bike. The problem solving was replaced by a teacher-dominated game of "guess the word I'm thinking of". [illegible]

The sheer busyness of the classroom compelled the teacher to take short cuts: 30 children needing to have something done, something to show, to take home, to put on the wall. It is so much easier for our colleagues and others to assess products. Processes and skills are part of the rhetoric: when it comes to the crunch, the goods have got to be on the table.

In the playgroups the most obviously valuable discussions took place in the absence of direct adult influence. Two children are looking at each other through binoculars made by sticking toilet rolls together. Each child has cellophane, of one colour or another, stuck over the end.
Philip: Mine's blue
Ranna: Mine's green
Philip: You're blue. Am I blue?
Ranna: No you're red, you're green. You're green, you're under the sea.
Philip: You're blue. Look at me. I'm green. Am I green?

This pair were learning to take the view of the other – a task young children are supposed to find difficult. It is not difficult to imagine a Piaget-style experiment or lesson using these toys which would discover that the children could not step into each other's shoes in this way. The children would instead occupy themselves in trying to guess what the teacher really wanted.

Significantly, and depressingly, when one of the children noticed I was watching he brought his binoculars to me, pointed to a word on them and said: What does this say? I would much rather have had a look through them but he, three years old, knew what sort of questions adults liked.

Young children are especially vulnerable to adult influence. Their pleasantness and co-operation can be taken for granted most of the time. They willingly accept adult rules and information. "You can't go in there", I was told as I made for a quiet corner from which to observe, "We're not allowed in there until house time".

The children taught each other the rules and thereby brought teacher influence to bear even when teacher was elsewhere. Three children are playing in the shop which has various coloured paper packages which dimly resemble fruit and vegetables:
Helen: (Holding a green cylindrical parcel) A present. A present. That's a present. Do you want a present?
Bobby: That's a marrow.
Helen: (No response)
Bobby: You eat marrows
Helen: Sparrow.
Bobby: No a *marrow*.
Helen: (Pause) Do you want to buy a sarrow? [illegible]

These examples show that many of the features of secondary school classroom discourse can be found in supposedly less structured playgroups and early classes. When adults talk to children they shape and constrain the children's thinking processes in ways not always beneficial. Our attempts to engage children in solving problems are easily thwarted by the children's ability to supply what they have learned the adult wants.

Perhaps it is an inevitable consequence of our need to impart information – of being teachers rather than bad teaching. Perhaps the pupil response is inevitable given the pervasiveness of adult authority and the child's ready acceptance of adult rights in the matter of evaluation and judgement.

I began observing education in the early years expecting to find clues as to how trainee secondary school teachers might make better use of their classroom discourse. I hoped to be able to show them how to avoid the classroom question and answer format that, despite its heavily on teacher control, is so prone to disruption. Indeed, it frequently tempts the teacher to supplies the incentive to provide inappropriate light relief. I did not expect to find a similar structure where one adult is engaged with no more than four children.

The most valuable learning experiences occur when the teacher, in Bernstein's words, "creates the context which the child is expected to rearrange and explore". For example, one playgroup children had been helped in the construction of the toilet roll binoculars and then allowed to play as they pleased. Some turned the play into an exercise in self/other perception. Others explored how colours blend and change by looking through different coloured objects.

There is a whole world of difference between setting the context and setting a problem. It is tempting to wonder what would have happened if the teacher had said, "Find two colours that make green and two colours that make orange". No doubt the children would have slipped easily into the guess-the-answer mode and real learning would have been lost.

This is not to say that problems shouldn't be posed: timing is of the essence. Predictable follow exploration and play, not necessarily precede it.

Perhaps we also need to limit our authority. In matters of fact – whether something is red or not red – it is appropriate. But how we play with a plastic block or a box lid are matters to be negotiated on more equal terms.

Philosophers of education are not our favour in our present instrumental situation. Sixty years ago Alfred Whitehead wrote of the evil of barren knowledge and its power to dull the mind.

"The importance of knowledge lies in the fact that in our active mastery of it – that is to say, it lies in wisdom. The habit of active thought, with freshness, can only be generated by adequate freedom."

Children cannot learn how to enjoy learning if they are not actively engaged in their learning at their own pace. Objectives and structured teaching packages are peripheral to real learning. And norm-referenced benchmarks of achievement have as much to do with real education as plaster ducks have to do with flying.

Michael McManus teaches at Woodside High School, Leeds, but is temporarily seconded to teachers at Trinity College, Carmarthen.

Structural failure

Kenneth Baker's 'new deal' falls down when applied to a real school, Alan Leech finds

Mr Baker refers to his salary structure proposals as a new deal for teachers. But there is a wide gulf between the assertions made about career opportunities, promotions and responsibilities, and the way the structure will work in practice.

The Secretary of State emphasizes his five incentive payments of £500, £1,000, £2,000, £3,000, £4,200 to be paid to teachers taking on extra responsibilities; for outstanding classroom teaching; for possessing shortage subject skills; or to assist in the recruitment to posts difficult to fill.

But schools will not be able to pay all outstanding classroom teachers an incentive payment, nor all those who have shortage subject skills, or all those who fall into the other categories. A careful analysis of his consultative document shows that there are to be a finite number of these allowances and each school will be given an allowance in a similar way to that of the present point allocation under Burnham. Those fulfilling the various criteria will not all receive incentive payments. There simply will not be sufficient of them to go round.

The diagrams below show the changes in staff salary grade structure at my own school over the years 1987–90 in the light of the Secretary of State's proposals. The school has 1,100 pupils and a teaching staff of fifty-eight full-time equivalents. It has 68 points available as staff allowances at present.

A stepped structure becomes more elongated and hierarchical and the status of 17 scale twos is ended as they move downwards to the basic scale with its eventual salary maximum of £13,300.

All scale threes and scale four teachers, however, retain promoted status positions as they receive incentive payments of £1,000 and £3,000 respectively. They receive these incentives whether they fulfil the criteria of additional responsibility, shortage subject, outstanding classroom performance, or not – since they merely move sideways onto the new structure.

To compensate for the structural demotion of 17 scale twos who join the 18 scale ones on the basic scale, I calculate the school (an average sized secondary) will receive three £500 incentive payments from October of this year. This figure of three incentives is arrived at by dividing the number of these payments Mr Baker says will exist in October – 11,000 – by the number of secondary schools in the country – some 4,000. So from the 35 basic scale teachers it will be necessary for the local authority to determine which three fulfil the criteria that have been laid down.

If we define maths and science as shortage subjects then 11 of these basic scale teachers fall into that category. If we were to add languages, religious education and CDT, then the number rises to 17. So to which of these does the three incentive payments apply?

Looking at additional responsibilities does not help either. At least four of the new group of basic scale teachers are heads of subject area.

Are we helped any more clearly by the criteria "Outstanding classroom performance"? No, since the majority of the 35 are in fact outstanding classroom performers. They teach between 34 and 36 lessons out of the 40 periods that make up the timetabled week. Some teach up to 300 children per week. All are qualified teachers and some 32 of them are graduates, so how is it to be decided which three will receive an incentive payment from October 1?

Over time the situation concerning the £500 allowances does become marginally better in that by September 1990 the school can expect to have a total of some seven or maybe eight of them.

The position of the new £2,000 and £4,200 incentives is equally shrouded in inexactitude. The £2,000 allowance does not apply until September 1988, and then a school of this size might expect to receive two of these incentives.

They will need to go to former scale three holders (this can be deduced from Mr Baker's proposals which show that the number of former scale threes are to decline at the same time as the new £2,000 allowance is introduced).

Once again how are the recipients to be identified? All 12 existing scale threes are outstanding classroom performers, and all take on additional responsibilities as heads of subject departments, and six teach shortage subjects.

The new £4,200 allowance does not apply since the school has no senior teachers, however it may apply from September 1988 since there is to be a national increase in this incentive payment by then.

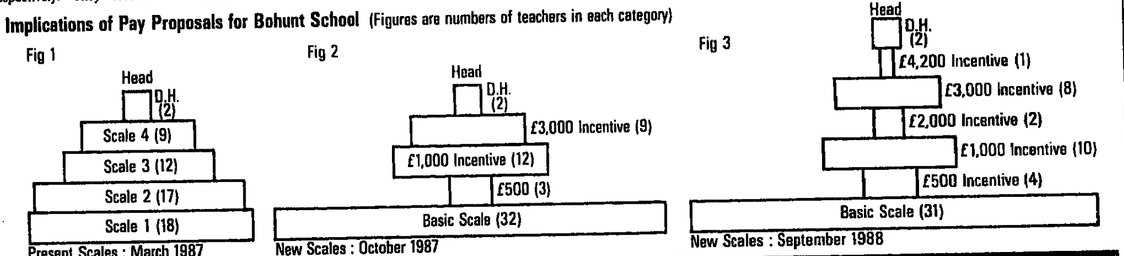
The task of those of us left to manage this new staff structure will be considerable. Education officers, heads and teachers alike, must all be wondering how the criteria laid down are to be applied since they are largely unworkable.

How are the majority of the teachers in the profession, who are to be on the basic and lower level scales, to be motivated, knowing that criteria have been introduced to reward good teaching, the undertaking of additional responsibility, or the possession of shortage subject skills?

They are said to be able to receive such incentive payments, yet for the substantial mass of such teachers it is becoming increasingly clear that fitting into these defined categories will *not* give the stated remuneration?

Dr Alan Leech is head of Bohunt School, Liphook, Hants, and secretary of the NUT 14 to 19 working party.

Implications of Pay Proposals for Bohunt School (Figures are numbers of teachers in each category)



Time to stop taking the easy option

Segregating disturbed or disturbing children – is it the professional answer? Peter Gray and Jim Noakes ask

We tend to think that children with emotional or behavioural difficulties have a problem that needs compensation of some kind, either through a different environment or greater individual attention, and that other children are unreasonably affected. Most approaches reflect these beliefs. They may be convenient in the short term, but we cannot really justify them professionally.

Traditional special provision involves some form of segregation, ranging from residential school to on-site withdrawal or welfare assistant "minders" in normal classes. But there is little research to suggest that these achieve clear, significant changes in learning or behaviour.

If a difficult child is removed from the ordinary class, we feel a sense of relief and we may hear that he is enjoying himself in a special school or unit. But have the difficulties causing concern been tackled? The children who have spent the longest time in special provision are generally the ones that cause the greatest anxiety to ordinary schools and to parents when it is proposed they should return.

We seem to behave as if we do not consider the child is likely to change. Yet we still maintain that existing types of special provision will be in the child's interest.

For mainstream teachers, segregated special provision removes a problem which has usually caused considerable stress. Believing that removal is in the child's interest reduces feelings of guilt. That is natural enough.

It is understandable also that teachers of the "maladjusted" support what they offer. Their jobs depend on it and achieving containment gives some sense of professional competence.

There is little evidence that withdrawal improves behaviour

Alternative solutions could be less predictable and more difficult to organize.

The pupils themselves may also prefer segregation. Once they are withdrawn from normal school requirements, academic demands may be lessened, with more access to more fun activities like go-kart, snooker or fishing. From a position of low status and abnormality in the mainstream, a child can gain a powerful position in an all-age special school.

Parents, too, may see themselves as suffering continual harassment from the ordinary school to solve problems over which they have little jurisdiction. Their competence is confirmed if their child is seen to have special difficulties that need to be "treated".

The system is also maintained by educational psychologist who are expected to produce immediate solutions, enjoy status for achieving removal, and power as the expert on "appropriate placements".

For local authority administrators, changing systems is difficult procedurally and traditional solutions are easier to manage. There is a natural tendency to assume that no news is good news once the immediate pressures have been removed.

Understandable though all this may be, it has very little to do with the needs of individual children. Solutions need to show not just that past difficulties are avoided, but that adequate plans are made for the future. This is a moral and professional requirement if special education is to mean anything more than sweeping a problem under the carpet.

What factors do plans for children with emotional and behavioural difficulties need to consider? Firstly these difficulties do not occur in a vacuum and it is important that any plan brings about change *within* the situation where those difficulties occur.

This does not rule out withdrawal or segregation, but its effectiveness should be measured by the change observed when the child returns to his or her normal school or family. It is often difficult for professionals working in segregated units to keep sight of problems experienced in a different context.

Second, as difficulties are experienced by teachers and parents as well as the children, it is important to help those directly involved to deal with their problems and to tackle similar ones in the future. Removal of responsibility, however easy an option, does not help them to achieve greater control.

Both parents and mainstream teachers are often worried about a child's return as they are not certain that they have the expertise to maintain any improvements in the child's behaviour.

Finally, even when plans may tackle the problems causing concern, they may have undesirable side-effects. Placing a child in a boarding school at an early age because of anxieties about parental care may reduce the chances of fostering later in the event of family rejection or breakdown. When surrounded by other children with emotional and behavioural difficulties, a child may learn a new repertoire of unacceptable actions.

Some side-effects may be acceptable if more major problems are being tackled, but segregation implies the need for some clear idea of the kind and the rate of progress required.

These criteria are rarely met when providing for children with emotional or behavioural difficulties. Over the past two years, we have attempted in our support service to plan more clearly. Learning has involved mistakes as well as successes. But commitment to planning has led to significant professional developments and we believe things will become easier and that little will be done for these children until professional responses are based on sound planning rather than convenience.

Peter Gray is an educational psychologist with the Barking and Dagenham schools' psychological service. Jim Noakes is teacher-in-charge of its schools' support service.

THEATRE FILMS TELEVISION ART MUSIC THEATRE FILMS TELEVISION BOOKS BOOKS BOOKS

BOOKS

A succession of ifs

The Enigma of Arrival. By V S Naipaul.
Viking £10.95. 0 670 81576 4.
The Radiant Way. By Margaret Drabble.
Weidenfeld & Nicolson £10.95. 0 297 79095 1.
Change. By Maureen Duffy.
Methuen £10.95. 0 413 57640 X.

V S Naipaul's new novel takes as its title that of Chirico's mysterious painting (named by Apollinaire), and within its narrative he tells of a story he would like to have written. The summary, beginning with a traveller's arrival in a "dangerous classical city", is masterly, evoking the unease and foreboding generated by the Surrealist masterpiece, and obviates any expansion of the tale: he has said it all in half a page.

This is a profoundly sad book, and not only because it encompasses the deaths of the writer's brother Shiva, to whom it is dedicated, a sister, and a friend. The melancholy tints of Wiltshire, where the first of its five sections is set on a decaying Edwardian estate where tragic and misshapen animals live out their squalid and bewildered lives, and obsolete farm machinery lies rusting in the mire, and which stands as a metaphor for England's decline are beautifully depicted, as are the sojourns in London and the Caribbean, with masses of tiny details which give the book such a sense of character and place. If this work reads more like autobiography than fiction, this detracts not at all from the pleasure of its hypnotic prose, or from its intellectual stature.

Margaret Drabble, in contrast, is a deeply English writer, here also much possessed by death and change and decay. She takes her ironic title from a 1930s children's book which portrays an ideal middle-class world bordered by hollyhocks; a far cry from the violent 1980s where this novel is set. It is only in middle age that one of her heroines discovers, significantly, something sinister about the Father in the reading book. Three women, a psychotherapist, one who works with women criminals and an art historian, have reached the age when parents grow old and die, and sometimes leave sad and shabby skeletons in the family cupboard – the dying mother, isolated in the provinces, who has appeared elsewhere in Drabble's fiction, allows the author to bring her bleak authority to the melancholy rituals of Christmas and funerals. Bombs, street riots, hostages, Beirut, the miners' strike are the topics of conversation at dinner parties and in supermarkets, and a thread of horror trickles through the later part of the narrative like blood as a grotesque murderer strikes close to home.

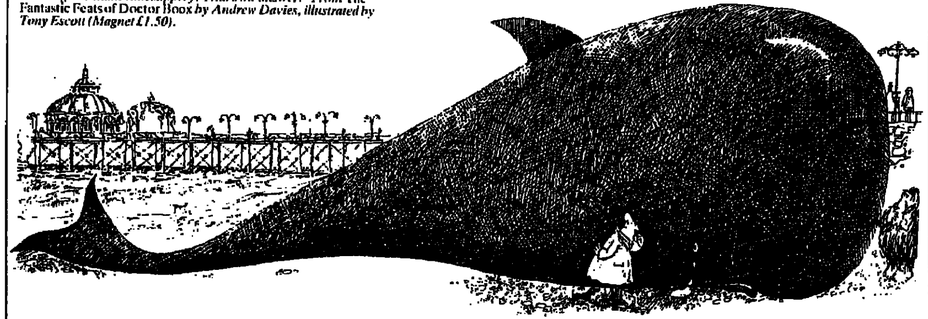
This is a serious and ambitious attempt to portray the times in which we live, with many nice and acute touches, but at times its flashes of radiance are buried in the thickets of prose, the long paragraphs, that surround them.

"War is a succession of 'ifs'. That's what makes it so fascinating. All our games are imitations of it." Thus Captain, later Brigadier DSO MC, Harry Pearmain, whose memoirs are an important motif in Maureen Duffy's *Change*. Set in the years 1939–45, it is a collage of narrative, letters, diaries, snippets of popular song and the risible and surreal instructions issued to the Home Guard.

She has drawn on her own family documents and the works of military historians as well as on the memoirs of "ordinary" people, whose lives are made extraordinary by the War, to good effect, giving her account immediacy and authenticity. Her large cast includes several who should have had a novel of their own, and by giving her human and non-human animals precisely the same status in the narrative, showing how the Forest People's concerns not so much ape as mirror Man's, she makes them sympathetic and credible victims of human folly and aggression. In the aftermath, as the survivors emerge blinking like convalescents at a far-off mushroom cloud, there is for some, like the adolescents who met as lonely evacuees, a dubious optimism, as they make a tentative and poignant bid for happiness, foxtrotting into an uncertain future.

Shena Mackay

"We've got to make him slippery. That's the answer." From The Fantastic Feats of Doctor Hox *by Andrew Davies, illustrated by Tony Escott (Magnet £1.50).*



Scripts for adventures

Audrey Laski on the latest children's paperbacks

The tendency for the spin-offs from *Dungeons and Dragons* to demand thinking as well as simple choosing is a good one, and manifests itself in all manner of different ways. For example, a bold attempt to use the programmed book to encourage serious historical thinking is made in Sword and Flame (Simon Farrell and Jon Sutherland, illustrated by Bill Houston, Dragon £1.95), which establishes the reader as a country gentleman at the time of the Civil War, uncertain which side to favour; the technique enables the reader to explore the positions of both sides sympathetically and it shows a marked improvement over earlier attempts to program history.

The Riddling Reaver is not a programmed book but a set of scripts for role-play adventures; its special flavour, as the title suggests, is that the players need to solve riddles of the kind we inherited from the Anglo-Saxons to succeed in their quests (Paul Mason and Steve Williams, illustrated by Brian Williams and Leo Hartas, Puffin £1.95). David Fickling and Perry Hinton have produced another of their astonishing questbooks, dazzlingly illustrated by Nil Spender, but I can't say much about it because there is a fearsome injunction at the beginning against going on unless one intends to take up the quest, and I didn't trust my wits (Helmquest, Puffin £2.95).

The range of programmed books continues to extend; Duel Master – Challenge of the Magi is a pack of two books to enable a two-handed game to be played, and the invention that has gone into the construction of the Rainbow Land where the duel takes place is not inconsiderable (Mark Smith and Jamie Thomson, illustrated by Jon Davis, Armada £4.95). All these are high-powered books for sophisticated readers; meanwhile Bantam continues to provide a service by tempting reluctant readers with junior programmed books: Vanished! is as good an example as any, starting from the mystery of the Bermuda Triangle and developing a number of different genres – thriller, science fiction, fantasy – according to the reader's choice of path (illustrated by Frank Bolle, Bantam £1.50).

Of course, the genres are well represented in ordinary books too. John Christopher completes his Fireball trilogy with Dragon Dance, (Puffin £1.75) in which the lads who have been snatched into an alternative universe discover, in China, an explanation for their adventure which leads back to medieval England. This is a fairly grim tale; The Mummy, the Will and the Crypt, the second of John Bellairs's junior horror stories about Johnny Dixon, a boy who constantly finds himself involved with supernatural or supernatural-seeming mysteries, is a much cheerier affair, despite its sinister trappings (Corgi £1.75). Doris Dickens' abridgement of Bram Stoker's Dracula loses some of the nastier aspects of that classic piece, but manages to preserve much of its tone and may make a good introduction to the manner of Victorian fiction for young readers with a taste for horrors (Armada £1.95). It seems a good idea, too, to introduce young detection addicts to G K Chesterton's Father Brown stories, (The Puffin Father Brown Stories £1.50), though I found it difficult to decide what the principle of selection had been.

The Borribles: Across the Dark Metropolis, the completion of Michael de Larrabeiti's trilogy, is a kind of fantasy, in that it depends on one major fantastic premise about children who do not grow up but form a wild, free sub-class living in defiance of society; much too long and self-indulgent, it nevertheless has a great deal of power and poetry, and makes splendid use of London locations (Piccolo £1.95). So does Biker (Jon Hardy, Puffin Plus £1.50), an account of the pains and pleasures of working for a motorcycle delivery service; here, too many adventures are crowded in, but it makes lively reading.

Pure adventure, involving the defeat of heroin smugglers, is the key to Screaming High (David Line, Puffin £1.75), though it is also good on being an outsider with a great musical gift; On the Edge is a hostage-taking adventure with something serious to say about family bonds and individual freedom (Gillian Cross, Pufin £1.75). These topics, of course, are perennially important in adolescent fiction. The Other Side gives a powerful account of the anguish of trying to cope with a divorced mother's nervous breakdown; the flavour of the experience is too well conveyed for comfort, but comfort is not what it is about (Jacqueline Wilson, Fontana Lions £1.95).

A more complex problem is that of Jeff in A Solitary Blue (Cynthia Voight, Fontana Lions £1.95); worshipping the delightful mother who has abandoned him and his reticent father, he comes only very gradually to reappraise all their relationships. Jody in It's OK If You Don't Love Me (Norma Klein, Pan Horizons £1.96) finds her divorced mother's personal life hard to understand but is more concerned with her own first real love affair, though not her first experience of sex; I must admit that I found the physical detail in this book remarkably embarrassing.

It was a relief to turn from adolescent sexuality to the fantasies and follies of the just pre-pubescent girls in Down with Taffy Sinclair; Jana and her friends have just reached the stage of being jealous of the first girl to develop breasts: silly and refreshing (Betsy Haynes, Young Corgi, £1.50). Perhaps even more refreshing is Of Griffiths and Graffiti, for the little group of New York teenagers it focuses on are old enough for sex – and two of them are a couple – but they are actually interested in something else: how to contrive to paint a really impressive mural on the side of an international flight jetplane: full of fascinating detail about making graffiti (Kate Gilmore, Puffin Plus, £1.95).

From pictures to picture books. Sleeping Animals (Masayuki Yabuuchi, Young Corgi £1.75) presents clean, handsome pictures of creatures in movement and at rest – a fine early information book. It would pair nicely with The Good-Night Book (Peter Curry, Picture Lions £1.75), which presents a fantastic view of everybody going to bed (except the witch, of course). Another happy book is Is Anyone Home? (Ron Maris, Picture Puffin £1.75) which uses the popular lift-the-flap technique to encourage prediction as a child visits Grandma's farm. There are reassuring stories to read aloud in Playtime Stories, which Joyce Donoghue has written for the National Playgroups' Association (illustrated by Prudence Seward, Young Puffin £1.50), while Here Comes Pob contains not only some delightful tales but also a few jolly rhymes; I particularly liked Naomi Lewis's "I am a Ginger Biscuit" (edited by Anne Wood, illustrated by Jonathan Hills, Young Lions, £1.75). Phillida Gill contributes magical illustrations to Nina Bawden's slight but charming tale of an adopted child who is the daughter of an African prince, (Princess Alice, Magnet £1.95) and Bob Wilson produces his own droll strip cartoon illustrations for another Holloway-like rhyme about Stanley Bagshaw, Stanley Bagshaw and the Malfeking Square Cheese Robbery (Picture Puffin £1.75). For those who prefer fact, particularly if it is incredible, to frank fiction, Amazing Kids lists the achievements of an extraordinary number of extraordinary children; since it is accurate enough about those I've heard of, I'll take its word for those I haven't, and be duly amazed. (Sarah Litvinoff and Vida Adamoli, illustrated by David Simonds, Magnet £1.50).

lingo

Band-wagon

One of the great delights is listening politicians making the best of obviously bad job, and Norman Tebbit had a hard task on February 23, when the 11 per cent Conservative vote in Greenwich.

It was put to him that the Alliance band-wagon was now rolling, so why his party should go for an early election, before that band-wagon gathered even more pace. He didn't think so: "Band-wagons tend to follow the rails quite regularly." Rails? What rails?

In 1855 Barnum's circus was evidently not prospering, for he recorded that "we sold all our conveyances excepting four horses and the band wagon". This was the last thing to go, because it was the most piece of the procession when they came to town. It carried the band and if a performer could get a place on it he would attract attention. Policemen being performers who need attention it was natural that the idea of climbing, hopping or jumping on the band wagon was soon connected with the idea of joining the winning side. Of course, we all make mistakes, and in 1906 the New *York Evening Post* wrote of some Democrats who "will now be seen crawling out over the tailboard".

So Mr Tebbit, with his talk of rails does not understand the metaphor. Neither does his interviewer (whose name I missed), for the point is that a band-wagon is gathering pace. On the contrary, the faster the thing goes the more difficult it will be for people to get on to it. Like any party, the Alliance does not want a band-wagon that is accelerating, but one that is going very slowly and that has plenty of empty seats.

W S Brown

Yomping

The Shell Book of British Walks. General editor John Whatmore. David and Charles £14.95. 0 7153 [illegible] X

Despite encroaching developers there are still 120,000 miles of footpaths in England and Wales. The walks listed in this symposium are thematically arranged, in widely scattered locations, each one prefaced by information on timings, distances, attractions on the way and OS map numbers. Sound advice is given on sensible equipment and clothing, rights of way, safety in high places as well as due deference being paid to bulls. Nonetheless, the book is not wholly practical as it is too large to be carried conveniently in a pack and consulted en route, as is possible with the Wainwright Lakeland guides.

Among the rivers and valleys providing walks "to linger over", accounts of the Severn at Ironbridge and the High Force in Teesdale are noteworthy, but not everyone would agree, even with supervision the thousand so miles of coast paths would be a good introduction to walking for children, as suggested. Abandoned railway lines with their preserved stations and flowery embankments might be safer. Though there is much distraction, to walk along canals is to walk through 200 years of history and to marvel at the expertise typified, for example, in the construction of the locks on the Monmouthshire Canal to raise the level 148 feet in half a mile.

Gentler walks are suggested on the Downland, through forests and in lowland areas, and, guided by some interesting notes, lovers of English literature can explore the Constable country or Jane Austen's and Gilbert White's Hampshire. Though admirable in its encouragement to ramble, the book might perhaps have been improved by a greater concentration on fewer themes.

Eric Church

BOOKS IN CLASS

Debaters and pamphleteers

Luther. By Michael Mullett.
Methuen £2.95. 0 416 003621.
Louis XIV. By J H Shennan.
Methuen £1.95. 0 416 37340 2.
Louis XIV. By Victor Mallia-Milanes.
Macmillan £3.95. 0 333 39 145 4.
The Thirty Years War. By Peter Limm.
Longman £2.95. 0 582 3573 4.
Sources in History: The Nineteenth Century. 0 7135 2626 2. The Twentieth Century. 0 7135 2625 4. By Malcolm L Pearce.
Bell & Hyman £3.95 each.

If they could have a Lancaster Pamphlet for every topic in their course, A level students would be happy, particularly at this time of year when revision is getting urgent. Fifty concise and incisive pages – and the university of Lancaster's history department seems to be able to keep coming up with them – can just about wrap a topic up. For depth of coverage you'd have to go elsewhere, but Lancaster Pamphlets do survey work in the field, and they do give a clear point of view.

The strength of *Luther* is Dr Mullett's analysis of the political situation in the 16th-century German states, to which he has no qualms about referring as Germany, despite their fragmentation and devolved political power. Germany's disunity has been exaggerated, he says; it did have a national constitution, albeit one reflecting the absence of authoritarianism. Both the knights and the free cities were strongly nationalist, and the missing authoritarianism was making an appearance anyway in the shape of the invading Roman law.

German concerns of Pope and Emperor, imperial ambitions of Luther's Elector protector Frederick of Saxony, knights' frustration and peasants' desperation, are all vital threads in the developments of the

1520s which followed what was essentially, after all, a religious controversy. Dr Mullett traces them all with clarity.

Luther's legacy was still racking Germany and Europe a century and more afterwards. In *The Thirty Years War* Peter Limm provides documents as well as a standard Seminar Studies depth of analysis, more detailed but no less useful, than the Lancaster mode.

Both *Louis XIV* covers show the king immortalized by Bernini, his idealized countenance dividing the tilltowing curls of his wig with magnificent and classical calm. The consensus verdict, though, of contemporaries as well as historians, is less flattering. The Sun King's reign was overcast by too much war and too many taxes; his subjects suffered too much in his pursuit of *gloire*, as he himself, too late, came to realize.

Dr Mallia-Milanes' *Louis XIV* is in Macmillan's Documents and Debates series, whose purpose is to pose questions and provide the evidence to base discussion on. It's a pity there isn't a full bibliography of the secondary source referred to, but there are some useful source-based exercises.

Where Dr Mallia-Milanes asks questions, Professor Shennan, in his Lancaster Pamphlet, gives answers. Was Colbert an innovative bureaucrat? asks Dr Mallia-Milanes. Yes he was a bureaucrat, replies Professor Shennan, but not innovative; he just plugged holes. And he served the king, not the balance sheet, so he didn't mind spending on war, provided he'd done his job sufficiently well to ensure there was some money to spend. The questions and answers in the two books complement each other nicely.

With the A level boards increasingly going for document questions, and thinking of ways of building on GCSE for future syllabuses, collections like Bell & Hyman's Sources in History will always be useful. Welcome volumes on the 16th and 17th centuries are in preparation too. As well as the sources and exercises, there are introductory sections giving general advice about document work at A level, with suggestions about types of source, hints about how to evaluate them, and, for candidates best of all, clues abut what the examiners are after.

Jessica Saraga

Post-war conflict

Britain 1945–1985. By S R Gibbons.
Blackie £4.95. 0 216 91903 7.

That no reader could, I think, from S R Gibbons' account of the turmoils and political convolutions of the last 12 years, infer how he himself voted at the General Elections of 1974, 1979 and 1983, testifies to the objectivity he is able to bring to his study of post-war Britain, which is enriched throughout by well-culled contemporary comment and quotations from primary sources.

It was the sudden and catastrophic surge in oil prices in the wake of the Yom Kippur War that made 1973/74 such a critical period. The initial interruption of supplies, followed by a price increase by the producers of 66 per cent, succeeded rapidly by a further 100 per cent rise, knocked all the Western economies for six.

In Britain, the oil crisis strengthened the hands of the miners in their concurrent dispute with the Heath government. A ban on overtime working evolved into an all-out strike. Heath responded with the three-day week and an election which, against most poll-sampling pointers, he narrowly lost. Then, five years when Labour was in office but not effectively in power, because of its dependence on minority party support. The instability of those years, attended by the spectre of hyper-inflation and the exacerbation of normal inter-party conflicts, disrupted the mild and often consensual nature of post-war politics theretofore, and generated the much more confrontational atmosphere which still persists and in which the next election will undoubtedly be fought. For a time in the late Seventies everyone seemed to be playing the National Scenario Game, with usually unalarmist people projecting the potential disaster-mechanisms that could rip apart the benignly tolerant fabric of British society and thrust power on either extreme left or extreme right.

Such talk seems distant now, but it is still a shock to read of that turbulent period in terms of firmly settled historical fact.

Mr Gibbons' summary of these years is as clear and balanced as it is of the three decades preceding them. Typically, he does justice to the strong arguments *for* monetarism – and for the equally potent arguments *against*. Though the double columns of this generously illustrated book give it a slightly congested appearance, one can recommend it without reserve to young people (15 and over) who want a lucid and impartial introduction to the post-war epoch in which they and their parents either grew – or are growing – up.

Martin Fagg

Cause, effect

Documentary History series:
The Origins of World War I. 1 85210 278 0. The Origins of World War II. 279 9. By Roger Parkinson.
Wayland £6.50 each.

Out of print for some years, several titles in the Documentary History series are now republished. Roger Parkinson's encapsulation of the infinitely complicated long-term and immediate causes of the Great War is enlivened by many shrewdly-chosen extracts from contemporary primary sources, including a key passage from Sir Eyre Crowe's terse but masterly identification of Britain's true diplomatic and strategic interests in a Foreign Office Memorandum of 1907. The account of the 1914 crisis does not perhaps sufficiently stress the crucial importance of the notorious German "blank cheque" of July 5th, without which Austria-Hungary would not thereafter have proceeded as recklessly against Serbia as she did.

Responsibility for the outbreak of the Second World War is less controversial, and the author's account of the inter-war events that generated it is equally sure-footed. Two cavils. Some of the captioning of the many first-class illustrations is erratic: Hitler as a young soldier is wrongly identified in a WWI group photo, etc. Where the author writes that the Reichstag Fire was started by Marinus van der Lubbe "probably . . . with Nazi complicity", I should write "improbably" – on all the available evidence; but we shall never now know the exact truth about this.

The reissue of these skilful miniaturizations is most welcome.

The World War II Fact Book. By Christy Campbell.
Futura £3.50. 0 7088 3038 2.

Christy Campbell's handily pocketable guide to the Second World War is broken down into numerous sections; the longest are an alphabetical directory to personalities and a chronological series of major-campaign summaries.

Shorter sections itemize, among other things, armoured vehicles, aircraft, infantry and artillery weapons, operational codenames, scientific innovations, and every conceivable kind of organization – from ENSA to the Gestapo. There is a brisk and inclusive efficiency about the whole undertaking.

MF

Legionnaires to princes

Romans in Wales, Medieval Welsh Monasteries, Gerald of Wales, Gerald and His World.
University of Wales Press £2.50 each.

This series of lower secondary school guides, well illustrated with pictures, maps and diagrams, contains a wealth of contemporary evidence and comes complete with a useful glossary of unfamiliar terms. The topics for discussion and essay questions raised call for an imaginative as well as factual response.

The first book takes pupils back to the military lifestyle of the legionnaires at Caerleon. By focusing on a day in the life of a soldier, the text touches on the topography of a Roman barracks, the work of its residents as well as the relationship between the Romans and the local Celts. Artefacts found in Wales are illustrated, and the numerous archeological sites worth visiting are listed. There are also brief career tips for any would-be archaeologists.

The *Monasteries* title introduces the conflict between invading Norman barons and indigenous Welsh princes. The founding of the monasteries clarifies the division, with the Welsh favouring the Carmelites and the Normans opting for establishing Benedictine houses. The wealth of many monasteries is recorded – in 1921 Margam made a profit of £255. But in the later Middle Ages, there is the suggestion that some monastic money was obtained from ill-gotten gains, especially when the Abbot of Vale Crucis in Clwyd was found to be the ring leader of a successful band of highway robbers.

The medieval theme continues in the story of Gerald Cambrensis, the half-Norman, half-Welsh 12th-century answer to George Borrow. After a Paris education he entered the priesthood, served the English kings Henry II, Richard I and John, and in the spring of 1188 toured Wales recruiting soldiers for the third crusade. This journey was the basis of his many subsequent books about Wales, featuring the countryside, the people and their way of life.

Iola Smith

Further history reviews in this week's Extra 41–48

THE TIMES

Dating the Shroud

Scientists in Europe and America are embarked on a mission to show by carbon dating whether the Turin Shroud really could have wrapped the body of Christ. Next week *The Times* looks at their methods and assesses their chances of solving a great religious mystery

. . . and regularly in *The Times*, **Philip Howard** on words, **Bernard Levin** on the way we live now, **Irving Wardle** at the theatre, **John Clare** on education, **Jane MacQuitty** on wine, **Peter Ackroyd** on books, **Barbara Amiel's** viewpoint, **Paul Griffiths** on music, **Shona Crawford Poole** on travel, **John Higgins** at the opera, **David Robinson** on the cinema, **David Sinclair** on rock . . . and much more

THE TIMES
The world's most famous newspaper (25p)

TVEI
The Organisation of the Early Years of the Technical and Vocational Education Initiative
Edited by Colin McCabe, University of Newcastle-upon-Tyne

When the second round of TVEI schemes was well launched, six of the project evaluators came together to describe and analyse how the schemes were working. This book presents their ideas with each evaluator taking a separate topic concerned with organisation. The relationship between style and structure in LEAs is explored and within schools the position of the head teacher, the work of the co-ordinator and the dangers of enclaves are considered. Finally, a curriculum perspective is taken and there are two short papers on the management of choice at sixteen plus. The book signposts key features of the introduction of TVEI schemes to both local authorities and individual schools, looking below the surface to tell it as it really was.

iv + 68 pages ISBN 0-905028-62-7 £4.95

Multilingual Matters Ltd. Bank House, 8a Hill Road, Clevedon, Avon, BS21 7HH

Television

Gods of war, and guzzlers

"These heroic pages in our island story," was the Prime Minister's a description of the failure of British and Argentinian diplomacy over the Falklands. Quoted in the last minutes of the **First Tuesday** special, **The Falklands War – the Untold Story** (ITV, April 1), the cliché sounded hollow indeed. Despite its title, the programme contained little war footage that was new: the novelty was in the juxtaposition of familiar images of the conflict with recollections by soldiers from both sides and others who were involved, politicians, widows and islanders. The soldiers' stories were horrific and especially moving in their revelations of the feeling that those on opposing sides had for each other. The untold story, perhaps, was the alienation that participants felt on returning home, whether to Portsmouth or to Buenos Aires, to societies which knew and understood very little of what had happened. "Although you don't mind . . . dying for your Queen and country, you certainly don't contemplate dying for politicians," said an officer, recalling his conversations with headquarters in Northolt. "On one particular occasion I can remember saying to myself. . . 'I shall win the war for these buggers, and then I shall go.'"

The interviews and memories gave a vivid picture of the campaign. What the programme lacked were the first and final parts which one expected to make an assessment, five years later, of the responsibilities and the cost. Instead, we were given an account of the prelude to the war and the actual campaign so summary that it proved worse than useless, asking none of the hard questions that arose naturally from the accounts of suffering and compassion that we heard.

It was clear from the first part of Professor James Mackey's series **The Gods of War** (Channel 4, April 4) that it does not intend to shirk any of the hard questions that the very fact of war poses for the major religions; and, for once, we saw a presenter on a religious programme who does not seem inclined to smother his own views behind a façade of tolerance. "Any country," he argued, "which wants to keep its people even remotely prepared for war, and to stockpile arms in a peaceful countryside, must hide under a cloak of propaganda its own cruder materialist motives and the economic violence it does to its own people and to others." Simply to offer that sentence to television viewers is to show an uncommon degree to respect for their understanding, and this, combined with an unreadiness to accept evasion or hypocrisy, seems likely to make *The Gods of War* an exceptional series.

In the early days, television did its bit in discouraging the sin of gluttony by imprisoning Fanny Craddock and Philip Harben in a spotless studio kitchen where, with attention to the cosmetic work which Mrs Craddock called "presentation", they made light of the chemistry involved in a three-course dinner for six guests or an economy supper for a hungry breadwinner and two children. Johnny Craddock used to arrive at the end to advise on a suitable bottle of wine. I doubt he would have approved of Jancis Robinson's visibly, and audibly, self-indulgent meanderings in a small car among the châteaux of Beaujolais (**The Wine Programme**, Channel 4, April 4). Stopping from time to time to admire the vine-laden hillsides or a rural bistrot, she invariably ends up in the cellar, allows us to enjoy the noise made by some samples of the contents as they linger between the glass and the back of her throat, and converses with the owner in uncertain French: "*beaucoup de gens pensent que c'est impossible de buver*. . ." You might think that the one French verb she did know would be *boire*.

Claudia Roden's **Mediterranean Cookery** (BBC2, Tuesdays) is equally enchanting and shows an equal disregard for the habits, budget and culinary skills of the average viewer (meaning, of course, myself). Does anyone note and try out those Egyptian and Turkish recipes involving large working surfaces and paper-thin dough? Does it matter? The programmes are about sunshine and spices, travelogues with a purpose, armchair activity holidays. They are scheduled at the time when I, and the inevitable unexpected guests, are finding out what you can make of one pork chop and some stir-fry (no recipe leaflet available).

Robin Buss

SOUNDINGS

Against books?

The Books in the Curriculum Project, recently launched by the Education Publishers Council, is both timely and commendable. Who in the reign of literate, literary Baker would admit to being against books? Yet as the campaign gets under way it is revealing divisions in the book world that must be recognized and healed.

The dichotomy begins at the publishing stage, where books are categorized as net (ie library books) and non-net (mainly textbooks), with consequent bookselling repercussions. Publishers' discount on net books is 35 per cent, for non-net books around 20 per cent, and the obvious result is that few booksellers find it worthwhile to stock textbooks.

The highly selective marketing and distribution of textbooks has a further consequence. The system bypasses school and public librarians, for whom this area is virtually unknown territory. Take, for example, the librarians who run school library services which supplement individual school stocks. In English counties alone over £6m is spent on these services. Given that school libraries should support the curriculum, isn't it strange that hardly any of these librarians buy textbooks? Indeed, hardly any see textbooks, which are an enclosed order in the library world, produced and promoted apart from the library and trade community.

The division is reinforced by the children's book experts who fashionably set "real books" against "reading books", always to the latter's disadvantage. Such sweeping judgements hide the critical deprivation from which textbooks – and therefore their authors and publishers – suffer. The present thriving state of our children's literature is in part due to the critical framework in which it is discussed, encouraged and promoted. Outside school it is the library book which carries status. It is the library book which attracts award sponsors, from the Library Association to Rowntree-Mackintosh, while it is only *The TES*, and then only for the first time last year, which offers a textbook award. In such circumstances the shoddy and specious can flourish and work of high quality be unsung. Between Durrell and *SMP Mathematics 11–16* the textbook has moved on, but critics have failed to notice its advance.

The most perturbing difference, however, must be the distinction in schools, where text and library books are judged and mediated in completely different ways. It is in these circumstances that we find classes of 12-year-olds using texts with a reading age of 15; we find books which are really lesson guides to teachers being presented as learning supports to pupils, with consequent problems over concept and language levels. We find lessons being taught through one textbook, deemed suitable for the whole variation within a class, while the range of library books on the subject are ignored. We see the contrast between the active help given children to engage with the narrative mode of fiction, and the assumption that the same children will be able to draw meaning from the non-narrative, frequently abstract, style of the subject text unaided.

EPC's report, *The State of Reading*, concludes that most subject teachers see the textbook as their main teaching aid, and the school library as peripheral to their interests. At the same time current educational initiatives require pupils to have access to a wide range of resources, and skill in drawing information from them. At first sight the gap between practice and theory seems too great to be bridged but there are examples, in my own and other authorities, of collaborative work involving subject teachers, school librarians and reading specialists which shows that at least the gap can be diminished. In the search for holism in the school book world the first need is to admit the existence of the gap and begin talking across it.

Peggy Heeks

High fliers

The Purcell School 25th Anniversary Concert
Queen Elizabeth Hall, March 16.

The Purcell School – the poor relation of the specialist schools when it comes to government funding – more than proved itself a centre of excellence at its recent silver jubilee concert. An orchestra of musical high fliers arouses expectations and these were not disappointed as the players of the future tackled music of past and present across a range of styles from Bach to John McCabe. Brisk and confident throughout, the strings in Ravel's "Le Tombeau de Couperin" were alternatively spare and ample with plenty of dynamic contrast.

John McCabe's Ballet Suite "Mary Queen of Scots" made an unusual centrepiece: a series of musical portraits of incidents from the life and loves of the hapless queen that breathed courtly elegance, romance and dark conspiracy. Former Purcell student Nicholas Daniel led the orchestra from the oboe in a relaxed yet rhythmic performance of Bach's Concerto in F major for Oboe, Strings and Continuo, an agreeable blend of crisp orchestral and fluid solo playing with every note perfectly articulated.

The evening ended with Brahms's Variations on a theme by Haydn, a work that can be dull and plodding, but which here demonstrated both the musicianship and technical achievement of one of our top musical training grounds.

Philippa Davidson

A whopping donation of £75,000 from the food to furniture giant Hillsdown Holdings has made possible a second **London International Opera Festival** (May 7–June 6) with no fewer than 53 events on offer. Highlights include a three week season of 20th-century opera at the Donmar Warehouse and a full-scale production of Rossini's *Cinderella* by Opera 80 at the QEH. St Martin-in-the-Fields will provide the baroque setting for two fully-staged performances by the singers of the National Opera Studio of the world's earliest opera.

Young opera-lovers will have a chance to discover what goes on backstage in preparing for Turandot at the Royal Opera House in Young People's Days and there will be free open-air events in the Covent Garden Piazza over two weekends.

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Alexei Kravchenko as Florya in Come and See

Descent into hell

Come and See (15)
Curzon Phoenix, Charing Cross Road.
French Cinema: The First New Wave II
National Film Theatre, South Bank.

Elem Klimov's *Come and Seeldi i Smotri* is the story of a young peasant who joins the Partisans in Byelorussia during the Second World War and descends into a hell where innocent enthusiasm is transformed into hatred and despair. It has nothing to say about war that has not been said already, but it is a work of extraordinary power and imagination, at once harrowing and absorbing. If there are moments when it touches on the surreal, this is because the war that it represents distorts reality and disrupts the senses. Florya, ironically named, convincingly played by Alcksey Kravchenko, is deafened early in the film by the bombing of the Partisan camp and the soundtrack reproduces the effect of his impaired hearing.

Florya does not fire a shot until the final minutes, and then only to vent his hatred on a portrait of Hitler. But already he bears the guilt of possibly having brought the soldiers to his home by leaving to join the Partisans and also, perhaps, because he alone escapes the massacre of a neighbouring village and suffers remorse for which the only outlet is revenge. *Come and See* has been criticized for its depiction of the German soldiers as, without exception, grotesque sadists, and the final credits are preceded by a reminder of the 628 villages in Byeorussia destroyed with all their inhabitants by the Nazis' special anti-Partisan forces. But the film never pretends that war ennobles even those who are fighting against injustice and oppression.

Elem Klimov recently became First Secretary of the USSR Union of Film-makers: his earlier work, the subject of a retrospective at the NFT, shows an unconventional director who is little known in the West and has more than once been in trouble with the Soviet authorities. He will give a Guardian lecture at the NFT on April 29 which should give a fascinating insight into the current situation of Soviet cinema.

Also in April, the NFT is continuing John Gillett's review of French silent cinema, "The First New Wave". These seasons, which include several recently-restored prints from the Cinémathèque, are equivalent to a re-writing of cinema history and will alter preconceptions about both "popular" and "art" films of the period. Among the highlights are the Feuillade serial *Thi-Mlnh* (April 10 and 11), the five-hour version of Abel Gance's *La Roue* (April 18) and the films of Germaine Dulac, Jean Epstein and Jean Grémillon. There will be a (free) seminar to discuss the season on April 23.

Robin Buss

The Argentinian writers Julio Cortázar and Humberto Costantini have made an important contribution to the modern political novel. Cortázar's **The Winners** (translated by Blaine Kerrigan, Allison and Busby £4.95) is a fable about a group of passengers on a cruise who find that the ship is a microcosm of the state.

Costantini's **The Long Night of Francisco Sanctis** (translated by Norman Thomas di Giovanni, Flamingo/Fontana £3.50) dramatizes the moral dilemma of an ordinary citizen at the time of the "dirty war".

Michael Grant

Go for the best

John James talks to Peter Gill about the National Theatre's Studio

Peter Gill is enjoying "one of the most thrilling times I've had for ages". What is it that has sparked off one of our best theatrical talents – a gifted playwright, brilliant director and teacher of actors? Quite simply, it is an exploratory project in the National Theatre's Studio, a workshop with 15 young black actors concentrating on voice and text, working mainly Shakespeare's *Macbeth* which may or may not end in a showing after seven weeks together.

When I talked to him the project had run for a fortnight. In this time the actors (or "artists" as he prefers to call them) had worked on "heavy syntactical hearing; listening to the tune" and all three women "can do a bit of Lady Percy" and all 12 men "can do a bit of Hamlet". It was an object lesson in concentrated hard work, charged with excitement, watching six of them work in pairs going through speeches from *Macbeth* over and over again: listening, experimenting with weight and emphasis as Gill bent over them, knelt before them inspiring and encouraging daring and discovery.

There, in the paint-frame studio beyond the black gates beside the Old Vic box office, it was easy to catch something of his thrill. Calling out to John Burgess who, having come to join him in the project, was working on a Hamlet speech with a 22-year-old black actor: "What do you think? Is the emphasis here or there?" This shared experience between teachers and taught, where all are artists working together, with no place for rivalry or questions of status, characterizes the project. "The good thing about this Studio", he says, "is that there are only four of us on the staff. There is no sense of being threatened. It is not seen to be uncool to be warm and friendly; none of that English thing of waiting for others to be warm."

The project had its roots in an ILEA school and adult education evening classes scattered around London. The young men, all in their early twenties, are black Londoners who speak with three accents: a version of Received English Pronunciation; very strong "London" tones and rhythms; and West Indian speech – mainly Jamaican. Their acting training has not been acquired through drama schools – for which some of them might not have been suited, "not because of race, but because of person" – but through project drama workshops like those of Larrington Walker at Dick Sheppard School in Brixton. One of them says he was in a hamburger bar "eatin' a Big Mac, when I thought I'd do this evenin' class". Another went to an FE college to do A levels and got caught up in drama. Others were in project workshops for black kids at The (Royal) Court, The Lyric, Hammersmith and at Riverside. From these they have received a lot of training and are interesting as actors because they have been responsible for their own education. "Without these places, they wouldn't be where they are. Sadly, these are the things that are likely to go with educational cuts."

Working with black actors has raised for Peter Gill the question: What is Shakespearean Received Pronunciation for people who have "received" a different accent? Gill remembered Anthony Scher "doing a bit of Hamlet in a South African accent which made my hair stand on end", and another Shakespeare workshop in which actors brought their regional dialects to bear on the text where "Linda Henry, a very striking cockney actress, suddenly made Isabella's line in *Measure for Measure*, 'There spake my brother', much fuller of family associations than I had ever heard it in RP." He found from these experiences that it was often a help to return actors to their own original accent/dialect in speaking the text as a preparation for doing it in REP. And his current project, *Macbeth* in Caribbean, picks this up. "We can't do it in 'London' because the women in the group aren't Londoners."

When I mentioned *Umbatha* (the South African *Macbeth*) and Orson Welles's famous 1936' voodoo *Macbeth*, Peter Gill confessed that the remembrance of those nearly put him off doing the play. He tried other alternatives, *Romeo and Juliet* and *Love's Labours Lost*, but decided that *Macbeth* was the greater play and it was better to go for the best. He wanted, also, to enable the group to experience a whole play – not just scenes. "It is difficult for most actors to get into Shakespeare. Actors often have no experience in playing the classics in an ever-enclosed world belonging to one company – nothing to do with being black! So it's important to get a feel of a whole play. And it's very exciting, despite the sophistication of the group, when in a rehearsal one has to tell the story of *Macbeth* to someone who's hearing it for the first time."

Sigh-fi

Jump for Joy.
Northampton Royal Theatre in Education.

This happy promenade-style play for 9 to 13-year-olds starts inside a little girl's dream about music and stars. The year is 2087 and our heroine's reality is a strictly utilitarian boarding school where high technology rules and fripperies like music and flowers are forbidden. A direct descendant of a City Technology College, perhaps.

Our heroine, ZR39, escapes to a land where people speak blank verse, and science – symbolized by an old man's ancient telescope – looks towards the stars as symbols of human aspiration. The derivations (Brave New World, etc) are clear. As a defence of human individualism, the play's strengths lie in the firm link it makes between adventure and poetry, and in the challenge it makes to its young audience to emulate ZR39 and discover its own individual human sparks. Ingenious staging, a strong but simple plot and excellent performances make the process great fun.

It's the first piece that the company have been able to commission directly. Writer Paul Dossa has admirably fulfilled his brief – to create an affirmative spiritual play that bridges faiths and cultures.

What's needed is an opportunity for cast and children to explore and participate. This has been partially provided by a limited pilot scheme allowing two seconded teachers to do follow up work. The opportunity needs to be extended, because the educational potential of such a far reaching yet simple play is too great to miss.

Nick Baker

Gbakanda Afrikan Tiata was set up in 1968 by Yulissa Amadu Maddy in his native Sierra Leone. The word "gbakanda" (the g is silent) means stubborn perseverance, endurance. For nearly 20 years now the company has operated in Africa, Denmark, France, the United States and Britain, following the travels of Maddy, who along the way trained the Zambian National Dance Troupe, collected a Fringe First award at the Edinburgh Festival (in 1979) and occupied the post of Senior Fulbright Scholar at the University of Maryland. Gbakanda's aim has always been to increase awareness of the Pan Afrikan heritage. (The k they regard as important, taking the word out of the domain of mere geographers.)

Now the company is resident with its founder in Chapletown in Leeds. Apart from producing plays by Nobel prizewinner Wole Soyinka and Trinidadian Freddie Kissoon, a large variety of performances and workshops (in music, dance and acting) are on offer. Working in collaboration with the Leeds Partnership Scheme, several comprehensives both in Chapletown and in places as far away as Pudsey have acted as the company's hosts for successful half-day sessions.

Dick Wilcocks

Following the goosesteps

Bertolt Brecht's The Resistible Rise of Arturo Ui may have underestimated the horror of its subject but it has as much bite now as it did in 1941. Following in the goosesteps of Leonard Rossiter and Simon Callow, Griff Rhys Jones (above) has brought the verminous little political gangster exhilaratingly to life. Under David Gilmore's direction at the Queens Theatre the play fairly whizzes along, with brief snatches of German history projected on to an upended trampoline which covers numerous rapid tableau-like rearrangements of characters and props.

The set is a vast dirty warehouse arched with heavy iron girders; Dominic Muldowney's score is dominated by bells and the clangour of heavy industry; the neutralization of Old Dogsborough (Hindenburg) in his baronial home and the Reichstag fire are convincingly presented with minimal means. Gilmore has established an ensemble style which allows the principals to sparkle hilariously: Brian Glover flexing his shoulder muscles as Roma (Rohm), Ken Bones with a gallows laugh and a psychopathic limp as Givola (Goebbels), and Lloyd Hall, a piranha with lipstick and rouge as Girl (Goering). ". . . I find it hard to breathe. Perhaps you are allergic to this wreath?" – they all use the springy verse of George Tabori's translation as a way of heightening the comedy, and their group timing is impeccable.

Hugh Paddick gives a wonderfully ironic performance as the old Shakespearean actor who draws out Arturo's defining mannerisms: in this crucial scene we get a vivid sense of the flowering of some monstrous man-eating orchid. Pop-eyed, whining, snarling, and finally ranting confidently from a packing-case pulpit, Griff Rhys Jones performs with the style we have come to expect of him. In a curious way, however, he's short on menace: perhaps that will grow as he gets more into the part.

Michael Church

MINDing

Out of Mind
Pitprop Theatre Company.

Mental illness is unlike many other targets of prejudice because it can affect anyone transiently or permanently. Its power is intangible and frightening and thus open to widespread superstition. Pitprop Theatre's latest production, *Out of Mind*, is enabling fourth year pupils at Wigan secondary schools to confront such issues.

A public meeting is held to discuss the priorities for a new health centre. Progress is disturbed by the entry of a young man whose mumbled protests and awkward movements invite embarrassment. Skilfully, the actors encourage pupils to defend him and to acknowledge the folly of entrenched public attitudes towards the mentally diseased and disabled.

The play also raises questions about authoritarianism in the conventional treatment of patients. Medication, it alleges, can cause symptoms which create extra social problems for patients, while making them more manageable within institutions. Private health care is another subject raised; its advocates are posh and smilingly deceptive, but there is no effective political exploration beyond that. The resolution of such issues is wisely left to classroom debate. Both the play and the teachers' workpack were constructed in collaboration with MIND.

JM

Thingumajig

This month sees the launch of the biggest programme of new play readings and playwrights' workshops ever seen in London. Bristol Express Theatre Company has drawn together 16 writers, 12 directors and designers and well over 100 actors to take part in the company's research and development programme of new writing. The **Play's the Thing!** Venues for staged, rehearsed readings include the Lyric Hammersmith, the Bush, Almeida, Half Moon, Albany Empire and Croydon Warehouse theatres and the Battersea Arts Centre. *The Play's the Thing!* runs from April 11 – June 21, followed by a 13-week programme of writers' workshops in West London in the autumn.

"Within ten years home satellite dishes will be as commonplace as washing machines," Richard Maybury writes in **The Beginner's Guide to Satellite TV** (Penguin £3.95). His book deals with the implications, but is mainly concerned with the technology and includes listings of systems and programme suppliers, a glossary and other useful information.

SHAKESPEARE AT THE SWAN
'THE MOST EXCITING DRAMATIC SPACE TO HAVE OPENED IN MY PLAYGOING LIFETIME' SHERIDAN MORLEY, PUNCH
FOR THE FIRST TIME, THE RSC PERFORM SHAKESPEARE IN THE BEAUTIFUL ELIZABETHAN-STYLE SWAN THEATRE, STRATFORD-UPON-AVON
TITUS ANDRONICUS
OPENS 28 APRIL · SHAKESPEARE'S FEROCIOUS STUDY OF REVENGE
BRIAN COX · *Titus Andronicus*
ESTELLE KOHLER · *Tamora*
PETER POLYCARPOU · *Aaron*
SONIA RITTER · *Lavinia*
Directed by DEBORAH WARNER
ALSO IN REPERTOIRE · NOW OPEN
HYDE PARK
JAMES SHIRLEY'S EXQUISITE COMEDY OF LOVE, COURTSHIP AND MARRIAGE.
With JOHN CARLISLE *and* FIONA SHAW
Directed by BARRY KYLE
BRIAN COX
RSC
BOX OFFICE (0789) 295623

A whole constellation

Science centres are in orbit. Mary Cruickshank reports

There is nothing new about practical science. Most science teachers would say it was an essential part of their classroom work. But it is only recently that a three-dimensional presentation has come within easy reach of the general public. Interactive science centres – where the public can explore and experiment with natural phenomena in practical ways – are rapidly gaining ground as new funding emerges (principally from the Department of Trade and Industry, the Gatsby Trust and the Nuffield Foundation) and projects are tried out in the market place.

Last year saw the opening of the Science Museum's Launch Pad and Cardiff's Techniquest. Bristol's Exploratory was relaunched in a university building in Clifton in February and the Interactive Technology Centre in Liverpool has now opened to schools and the public after a long pilot phase.

Each centre is developing its own style. But the common features of all exhibits – and there are around 1,000 of them now, illustrating different scientific and technological concepts – are interaction, entertainment and a potential for awakening curiousity about the way the world works. There is a widespread exchange and adaptation of ideas, many originated at the San Francisco Exploratorium, which opened over 20 years ago. So the same exhibits turn up at different centres, often with different names and labels and alteration in design.

For example, the Launch Pad's turntable exhibit, a small freely-rotating platform which demonstrates the effects of momentum conservation, was inspired by the Exploratorium.

The beamed voices exhibit appears as the whisper dish in Cardiff to demonstrate how sound waves travel between two parabolic reflectors.

The latest initiative is the travelling science centre, which will take interactive exhibits around the country in a self-contained mobile unit. Trials for exhibits will take place this summer and the whole show will be on the road by May 1988. It is being devised by Stephen Pizzey, formerly deputy director of the National Photographic Museum and a consultant to the Exploratory and Techniquest.

Its inspiration was the Zurich-based interactive exhibition, *Fenomena*, conceived by George Mueller as "a bridge to a better grasp of a complicated world". The aim of the travelling science centre is to demystify science, "to present things in a way that makes the world interesting and intelligible when you walk outside," says Stephen Pizzey. "Science has become too textbook based. While it has its formal side, it's also very much part of the world we live in."

The centre is based on hexagonal tent units, each of 1,000 square feet, constructed of aluminium poles and plastic. Its flexible, easily-transportable design means it can adapt to a wide range of sites and be tacked on to an existing building, such as a school, museum or leisure centre, or act as a free standing entity, such as at a showground.

Each unit will have its own theme, for example, natural history or optics. An auditorium is planned for a wide range of activities, including the arts and drama, which will depend on the demands of the region. There will be opportunities for local industries, schools, universities and colleges to mount their own exhibitions.

Students on the 3D design course at Gwent College of Higher Education, who have already played an important role in creating physical science exhibits for Bristol and Cardiff, are now developing projects for use in the travelling centre's natural history "discovery dome". One, for example, looks at why birds' eggs are the shape they are. What can be deduced about the life-style and habitat of a guillemot from its single pointed egg, compared with the cluster of rounded eggs in an owl's nest?

Hands-on experiments with microscopes and other practical projects are being developed by Steve Pollack of the Natural History Museum in London. One, the choice chamber, will show how land crustacea such as woodlice react to changes of humidity and temperature.

Bryan Dale, director of the Gwent 3D design course, explains that it is much harder working with natural phenomena, because they are less predictable, more fragile and slower in response than the physical sciences. Interactive exhibits have got to arouse curiosity and say "come on, have a go", but the design mustn't upstage the phenonemon being demonstrated.

Observation shows that most people spend little more than a minute at each exhibit, so it has to produce results very quickly. But the interaction mustn't be preordained, there must be the possibility of getting it wrong. Safety and durability are other important factors that have to be taken into account. The wear and tear is considerable. Exhibits are repeatedly handled during the day, in some cases contending with "feet-on" as well as "hands-on" use.

The work at Gwent has evolved naturally from the college's BEd and CDT teacher training courses, which require students to design something that communicates a phenomenon or process in teaching science. The principle of interaction is something that mainstream 3D BA students have to focus on, and so the projects they are undertaking for the science centres feed back into their design work.

The travelling science centre has received a grant of £150,000 from the DTI and £30,000 from the Nuffield Foundation, which has had a long involvement in maths and science education. Anthony Tomei, deputy director of Nuffield, hopes the centre will act as a catalyst for other interactive projects. "It's not just a collection,

but a whole constellation of activities with the capacity for local events and exhibitions as well," he says.

The BBC will also be watching the centre closely as its own Project Science year proceeds. This campaign to promote the public's awareness and understanding of science will include a wide range of science programmes from primary to Open University and in-service courses for teachers. The imaginative thrust of the programmes is will lie in their practical approach.

A foretaste of the style has already been seen in the series, *Take Nobody's Word for It*, which has received an enthusiastic response, particularly from people who had previously thought of science as something they had given up at school. "I never realized science could be so interesting," is a frequently-heard comment at interactive science centres. Because the design of exhibits is governed by the public's response to them, interest is maintained and the evidence is that people visit and revisit the centres. If an exhibit fails to engage the public, then it is abandoned. This is why the trial periods and the evaluation programmes such as those carried out by Liverpool University school of education and the Science Museum are important at this early stage.

At the same time it is necessary to ask what sort of evaluation is most appropriate. If the science centres are concerned with attitude changing rather than learning in a formal sense, ways of assessing the long-term impact of a visit need to be considered. A conference at Liverpool University this weekend will address these questions.

We are only beginning to scratch the surface of what is involved, says Anthony Tomei. "At one level you see people having a terrific time. If people enjoy science rather than find it threatening, that is an achievement."

Any teacher, student or CDT enthusiast who would like to take part in designing or building exhibits for the travelling science centre can contact Stephen Pizzey at the Nuffield Foundation, 28 Bedford Square, London.

Roadshow

The Opportunity of a Lifetime
The 1986/87/58th annual IEE Faraday Lecture
Presented by ICL

Under the aegis of the Institution of Electrical Engineers, the Faraday roadshow has yet again come to town. This year's fledgling body, ICL, were touring 17 towns and cities enthusing school children and the general public about the opportunities that information technology offers us as individuals and as a society. The final lecture in this year's cycle will be given in Dublin next week.

"The Opportunity of a Lifetime" describes information technology in retail, manufacturing, medicine and office systems. Today's computers, though, are crude compared to the fifth generation's processing power which will facilitate artificial intelligence systems and communication via speech and touch. ICL's presentation is both understandable and fascinating. Computer jargon is explained and the message of "opportunity" is enhanced by a stunning use of electronic music and large screen computer graphics, designed to represent a futuristic computer.

My enthusiasm seemed to be shared by the audience of 2,000, mainly from schools and colleges, who attended one of the London Barbican lectures. It's no wonder then that the Faraday lecturers look for ways in which audiences can be increased from the 100,000 or so who actually attend. Consequently, a video is frequently made of the lecture. ICL appear to be taking educational spin-off more seriously than their predecessors. Those schools and colleges attending the lectures have already received a Faraday resource book, while a "2001 Timecapsule" competition for schools is under way and (though still under wraps) more resources to encourage the exploration of new technology in schools are promised.

When schools are financially hard pressed, the Faraday lecture and its spin-offs should be a welcome bonus. Yet many people in education have never even heard of it. It is particularly regrettable that this educational event is not broadcast annually like the Royal Institution's Christmas lecture.

Jean Sargeant

Previous years' videos are available from the IEE Centres Services Section, Station House, Nightingale Road, Hitchin, Herts.

A cause

Rebel Records: A Company at Work.
£19.50 + £1.90 post and packing
Careers Consultants, 12/14 Hill Rise, Richmond, Surrey TW10 6UA.

One of the difficulties of careers guidance and life-skills programmes is introducing the idea of the world of work without being too job-specific. The title of this pack, *Rebel Records*, suggests a definite job area limited to the record industry but the opposite is the case. *Rebel Records* uses the theme of a young person on work experience in a record factory to introduce a range of activities in the various sections of the factory and to illustrate typical work skills.

Eighteen units, contained in a ring binder, comprise an overall theme that can be followed either in sequence or independently. Each unit has clear teachers' notes followed by photocopiable worksheets for students. The notes are detailed enough to be used by someone unfamiliar with group activity and can also be extended and adapted for role-play and simulations.

The package is designed for 14 to 17-year-olds on simulated work experience, business studies, CPVE, TVEI and the YTS. Given the mixed-ability nature of most careers work, *Rebel Records* enables students to achieve targets and to assess their own and others' performance, which is particularly useful for CPVE and TVEI courses. It also contains an appendix of the jobs in a typical factory, many of which are included in the units.

Teachers will find individual sections appropriate for covering their subject areas, such as distribution in geography, and finance and accounts in maths and business studies. *Rebel Records* is a well-conceived and imaginative package which is not intimidating to the teacher.

Richard Evans

notes

PERSONAL INTEREST PACKS
The Open University has a range of personal interest packs in 12 subject areas: jazz, Buddhism, Hinduism, principles of orchestration, the rise of the symphony, understanding modern Europe, W.B. Yeats, James Joyce, East Anglian studies, the changing countryside, looking into paintings and women and writing.

The packs are available from the Learning Materials Service Office, The Centre for Continuing Education, The Open University, PO Box 188, Milton Keynes MK7 6DH.

LINGUAPHONE TRAVEL PACKS
The Linguaphone Travel Pack series comprises a 60 minute language cassette in French, German, Italian or Spanish of survival language and basic phrases for tourists. Also included in the pack is a travelogue cassette on the country giving hints and a range of insights, a Collins Gem dictionary, a pack of 52 'Panic Cards' giving key phrases and a detailed touring map.

The package costs £9.95 from Linguaphone Institute Ltd., Linguaphone House, Beavor Lane, Hammersmith, London W6 9AR.

Mortals

SCHOOL RADIO
RSC in Repertoire
BBC Radio 4VHF, March 30 and 31.
The four 20-minute programmes are now available on two tapes (*Romeo/Macbeth*) and (*Dream/Richard II*), £5 each, from BBC Emergency Cassette Service, Centre for Educational Technology, Civic Centre, Mold, Clwyd CH7 1YA.

Students studying *Romeo and Juliet*, *A Midsummer Night's Dream*, *Richard II* or *Macbeth* are here given insights not only into the text, but into each participant's contribution to a particular production. An especially useful lesson is that each interpretation is only one of many possibilities: there is no right way of doing Shakespeare.

RSC directors, aware of both their audience's fore-knowledge of the plot and the weight of tradition, feel impelled to experiment. Bill Alexander, director of *The Dream*, admits as much. He has now changed his mind about his Stratford production in which, with the same actress doubling as Titania and Hypolita, the fairy sections became Hypolita's dream, an expression of her wilder self. Alexander now believes this to be a distortion of the play and changes will be made before the Barbican opening.

Other topics discussed are how to play a fairy, whether Bottom's character changes, the symmetry of the groups, and the theme of love.

Michael Bogdanov, describing his modern dress Italian *Romeo*, explains his intention to present a "hard analysis of a mercenary society" and to show the lovers to be not star-crossed but man-crossed, victims of society. His aim is to send his audience out arguing: the tape could be as stimulating for class discussion.

Bill Dudley's design for *Richard II*, inspired by the Duc de Berry and with a symbolically declining sundial, is shown to be integral to Barry Kyle's interpretation of the play. Richard's England is a Garden of Eden into which the efficient, cynical populist Bolingbroke intrudes. The destruction of Richard – and the garden – ensue. Jeremy Irons speaks enthusiastically of his role as the king, an idealist, a lover of the arts who gives away political responsibility with some relief.

Jonathan Pryce and Sinead Cusack show in conversation how they have developed their characters as Macbeth and Lady Macbeth together. Adrian Noble's production, with its claustrophobic black box set designed by Bob Crowley, emphasizes the domesticity, the ordinary humanity of the pair. Everything depends on their marriage being a strong partnership which has survived the trauma of losing a child. Adrian Noble describes how he has dealt with the traditional difficulties of this play – the witches, Banquo's ghost and the ghostly dagger.

Each programme is stimulating and informative in its own right, but each would be especially appropriate to whet the appetite before a visit to the production in question, all part of the current Barbican season.

Heather Neill

From the RSC's Stratford production of "A Midsummer Night's Dream"

briefings
radio & tv

Continuing education and general interest

ESSAYS ON POPULAR MUSIC
(Saturday, 16.30 VHF4)
What is vibrato? Do all popular singers have the sweetness of tone it provides? Mel Hill investigates, with illustrations from Sarah Vaughan, Edith Piaf, Mick Jagger and the bands of Sidney Bechet and Glenn Miller.

YOU IN MIND
(Sunday, 18.15 BBC1)
The last in this series, soon to be repeated, looks at ways of overcoming the stress of change. People who have found meditation helpful discuss its benefits.

WORKFORCE
(Sunday, 22.15 R4)
Brian Redhead presents a review of recent work initiatives. Ronald Cohen talks about raising venture capital; there's a report on Telework, where people working from home use on-line computers, and one on job creation prospects from the Institute of Manpower Studies.

VIDEO ACTIVE
(Sunday, 23.00 BBC1)
"Strike a Light" features ways of lighting to enhance video making. Sue Robbie discusses the experiences and results of two viewers.

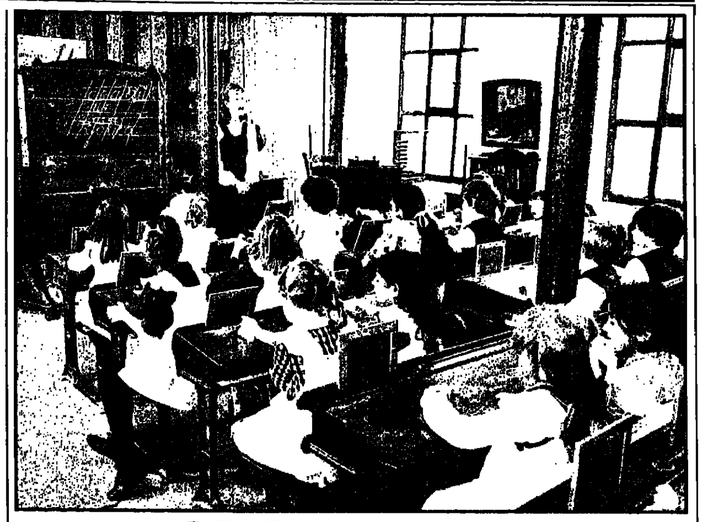
THE WAR OF THE WORLDS
(Monday–Friday, 22.15 R4)
H G Wells' book, found on some O level syllabuses, is this week's "Book at Bedtime", abridged by John Scotney and read by Simon Ward.

ADVICE SHOP
(Tuesday–Thursday, 9.45 BBC1)
Advice for everyone on the benefits and help available on themes such as training, retirement, sport and leisure and, this week, divorce. Information leaflets from the BBC.

THE AMATEUR JUSTICES
(Tuesday, 22.30 R4)
A study of the local magistracy in Coventry pinpoints the sort of people who become JPs and the way they approach their jobs during a time of rising crime.

THE MAKING OF BRITAIN
(Wednesday, 18.30 C4)
Dr Philip Gardner examines attitudes to education in the 19th century and shows how middle class ideas of respectable behaviour killed working class culture.

GO FOR IT!
(Thursday, 17.35 BBC1)
Angharad Mair and Robbie Vincent follow another five families as they strive for a fitter, healthier life for themselves and those around them.



Civic pride

A new series from Granada TV considers Victorian values

CONTINUING EDUCATION
Victorian Values
ITV Granada, Wednesdays 7.00pm from April 15.

What exactly were Victorian values? For Mrs Thatcher, who is responsible for bringing them back into the public eye, the answer is simple. "I was brought up to work jolly hard. We were taught to live within our income, that cleanliness is next to godliness. We were taught self-respect. You were taught tremendous pride in your country. All these are Victorian values" (1983). For Bamber Gascoigne and his crew on the television series, the answers are more problematic. Though the half-hour programmes do not delve deeply into the history of ideas, do not for instance look at the puritan heritage of such ideas as "living within your income" or "self-respect", they are a useful reminder of the social questions Victorian society posed and of the many, though partial, solutions it achieved.

Looking at the issues of sanitation, health, law and order, education, local government and philanthropy, Mr Gascoigne has elected to take a mildly crusading tone on behalf of the reforming tendency in Victorian society.

It is true that the values upheld by Joseph Chamberlain, the "Gas and Water Socialist" whose transformation of the city of Birmingham forms the centrepiece of the fifth programme (on local government), were radically in contrast to the privatization favoured by the present government. But had Mr Gascoigne looked at some of Chamberlain's opponents, or at those who opposed universal education for fear it would bring discontent to the poor, or at those who fought Edwin Chadwick's proposals for sewerage on the rates (in the first programme), some familiar voices would have been exposed.

"Socialism on the rates," they fumed. They excoriated the Public Health Service which helped to eliminate epidemic diseases and lasted till the 1970s. "Some people can't be helped," they sneered at the philanthropists, who all too often were mopping up the casualties from a great tide of low paid work "insufficient to provide for the necessities of life" (Mayhew Booth Webb *et al*). Victorian society was highly complex and in a state of flux, encompassing the student Marx and the jingoists of Empire, riddled with masters who starved and beat their domestic servants, as well as with the Lord Shaftesburys who brought in the Factory Acts and other reforms.

With these caveats, the series – and the lucid and more comprehensive book which accompanies it (to be reviewed shortly) – is a useful look at the positive aspects of Victorian civic pride. This pride led to local improvements, and the lavish detail which graces the municipal palaces shown in the local government programme emphasizes the technical ingenuity which was brought to bear. Likewise the achievements of Chadwick and Bazalgette in building the sewers we still use today, the building of schools and museums and of prisons and hospitals, the establishment of great charities like the Salvation Army or NSPCC, remind us of the Victorians like Chamberlain who could point to a city "paved, parked, assized, marketed and improved" and exult that "we shall get our profit indirectly, in the comfort of the town and the prosperity of its inhabitants."

Victoria Neumark

Mary Evans picture library

Serious stuff

SCHOOL RADIO
Modern Plays: Confusions
By Alan Ayckbourn
BBC Radio 4VHF
April 6-9.

Alan Ayckbourn has remarked in an interview that his plays are fundamentally serious. Although the seriousness occasionally seems merely factitious, tacked on rather than integral, the four playlets (dating from 1974) which make up *Confusions* tend to bear out his contention: the comic or farcical surface conceals worlds of darker feeling – loneliness, vanity, jealousy, the roles people imprison themselves in.

In *Mother Figure*, the sharpest of the four, tinged with a faint touch of menace, a harrassed mother proves to be rather more successful at mothering her neighbours. *Drinking Companions* features her husband Harry, played in this production with just the right degree of Pythonesque nudge-nudge, wink-wink innuendo, as he tries unsuccessfully to pick up two women in a dreary provincial hotel.

Gosforth's Fête centres on the preparations for a village fête and contains a superbly farcical scene in which a woman informs the local publican that she is pregnant by him, only to find out when it is too late that her revelation has been broadcast to everyone else, including her fiancé, through the public address system set up for the fête. The last play, *A Talk in the Park*, consists of a series of monologues in which a group of characters bore each other with accounts of their troubles, prejudices and opinions.

In the broadcasts, the shorter plays were fleshed out by extracts, of varying degrees of illumination, from interviews with Ayckbourn. The plays were competently enough done, but the performances seemed to hint that radio was not the most suitable medium for them. Comedy of this kind appears to work best with a filled-out visual background – not only the set (the provincial hotel or the suburban sitting room) but also, and more important, the expressions, gestures and appearance of the characters. Ayckbourn in these plays is particularly good at using strained or garrulous banality to suggest underlying tensions. Without the visual backing, though, they sometimes seemed to lack their proper force.

Ashok Bery

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The Times Educational Supplement, Priory House,
St. John's Lane, London EC1M 4BX.

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Nursery Education

Deputy Headships Second Masters/ Mistresses

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
USWORTH COLLIERY NURSERY SCHOOL (GROUP 2)
Required for September, 1987:-
DEPUTY HEADTEACHER (Group 2).
Application forms are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned by 24th April 1987. (09780) 100012

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
EUSTACE STREET COUNTY PRIMARY SCHOOL
NURSERY TEACHER - Scale 1
Required for September 1987.
Applications are invited from enthusiastic teachers to join this newly established multicultural, nursery, Infant and Junior School.
The 45 place nursery will be established in vacant school buildings which will be extensively modernised.
Application forms (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 &PP returnable to him by the 8th May.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (05908) 100056

Other Appointments

EALING
(LONDON BOROUGH)
EDUCATION SERVICE
JOHN CHILTON SCHOOL
Northolt, Middx.
NURSERY/RECEPTION TEACHER Required for September for this day school for physically handicapped pupils. For further details see under "Special Education - Scale 1 Colliman. (09813) 100026

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
ST AGATHA'S R.C. PRIMARY SCHOOL
St Agatha's Drive, Kingston upon Thames, Surrey KT3 3TY
Tel: 01-546 3179
Nursery Unit: 203
For September 1987 a teacher is required for the Nursery Class. It will be an asset if applicants are able to teach throughout the Primary age range.
Applicants who are practising members of the Roman Catholic Church would be preferred.
Scale 1 post. London Allowance £785.
Application forms are available from the Director of Education and Recreation, Guildhall, Kingston upon Thames KT1 1EU (s.a.e. please). Completed forms to be returned to the Headteacher at the School by 24th April 1987.
An Equal Opportunities Employer. (09341) 100025

Primary School Education

Headships

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
GRENDON (UNDERWOOD) COUNTY COMBINED SCHOOL
Main Street, Grendon Underwood, Aylesbury, Bucks.
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school from September 1987. Group 4. Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks HP20 1UR, by 24th April 1987. (08319) 110010

Qualified nursery teachers wanted

who recognise, as much as we do, the importance of nursery education.

With over 3,500 half-time pre-primary places, we can claim that Newham is one of the country's most nursery education-conscious authorities. Like you, we believe the first five years to be vital in a child's education.

We want the best nursery teaching, from the best nursery teachers for this September. We welcome probationers.

In order to get them, we're providing more benefits than most other local Education Authorities. Newham offers *more points for scale posts* than the average recommended by Burnham, ensuring a good salary and making *career and promotion prospects excellent*. Most posts carry the *Social Priority Allowance* of £201 or £276 per annum and *all* posts carry the *Inner London allowance* of £1,215 per annum and, in addition to salary, Newham can help in other ways:–

* **100% removal expenses** paid to teachers in approved cases.
* **In many cases** temporary HOUSING is available.
* **Excellent** sports and leisure facilities.

If the challenge of doing a good educational job for the children of Newham is what you are looking for, write to us for an application form. NOW. Please quote Ref. FTA.

Andrew Lockhart, M.A., Director of Education, Education Offices, 379-383 High Street, Stratford, London E15 4RD.

LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority

WEST BECKTON CHILDREN'S CENTRE, E.16

NURSERY TEACHER

Scale 2 full-time or part-time

The Authority seeks to appoint for September 1987 or earlier if possible a full time qualified nursery teacher or two part-time teachers to work mainly in the new Children's Community Centre which provides day care for young children. This is a new appointment and the Authority is looking for candidates with commitment to meeting the educational needs and the day care operation between Council departments and Dr. Barnardo's.

Applications are invited from teachers who have completed their probationary period and preferably have some further experience in nursery education. The teachers appointed will be attached to the Scott Wilkie Primary School, Hoskins Close, London E16 and will be professionally responsible to the Head Teacher of that school.

Scale 2 salary plus London Allowance.

For an informal discussion about this post please contact Ms V Pickford, General Adviser for Early Years, Education Department (Tel: 534-4545 Extn 30 724) or Ms J Tyrie, Project Leader, West Beckton Centre (Tel: 511 3222).

This post is open to Teachers who wish to Job-share.

Application forms can be obtained from Director of Education to whom completed form should be returned by 21st April 1987.

Director of Education, Education Offices, 377/383 High Street, London E15 4RD.

AN EQUAL OPPORTUNITY AUTHORITY (14302)

LONDON BOROUGH OF NEWHAM

HEADTEACHER

(Group 4 + LFA £309 p.a.)

Required September 1987

ST. ALBANS R.C. (AIDED) PRIMARY SCHOOL, First Avenue, Harlow (196 on Roll)

Re-Advertisement

Applications are invited from suitably qualified and experienced practicing Roman Catholic teachers. The successful candidate should be energetic and motivating also by personal example and leadership, pursue the quest for pride, professionalism and excellence.

Generous relocation allowances payable in appropriate cases.

HEADTEACHER

Required September 1987

Applications are invited from suitably qualified teachers for the following Headship.

STAPLES ROAD COUNTY JUNIOR SCHOOL (Group 5 + LFA £309 p.a.) Staples Road, Loughton.

Generous relocation allowances payable in appropriate cases.

Please send foolscap sae for form and details to: County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. Tel: 0245 287222, ext. 2660.

Closing date: 24th April 1987. (11798)

ESSEX County Council

PRIMARY HEADSHIPS
continued

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
ST JOSEPH'S RC (A) J & I SCHOOL
Field Street, Brighouse HD6 2NT
HEADTEACHER
Applications are invited from suitable qualified and experienced teachers who are practising Catholics, for the post of HEADTEACHER (Group 4).
The successful applicant will be expected to take up the appointment in September 1987.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Clerk to the Governors, St Joseph's Presbytery, St Martha Street, Brighouse HD6 1HA, to whom completed forms should be returned by 24 April 1987.
The Council is committed to being an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, age, disability, sexual orientation or marital status who have the necessary attributes for the post. (08722) 110010

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

CUMBRIA

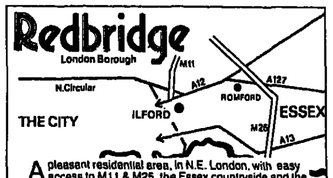
PRIMARY HEADSHIPS
Required for Sept 1987, enthusiastic, committed teachers with suitable experience and qualifications for the following:
PLUMPTON SCHOOL, Plumpton, Penrith CA11 9PA
(County mixed 4-11 NOR 67)
GREATORTON SCHOOL, Great Orton, Carlisle CA5 6NA
(County mixed 4-11 NOR 41)
Application forms and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please). Closing date 01.05.87. (09676) 110010

CUMBRIA
ST. BEGH'S RC JUNIOR SCHOOL
Couch Road, Whitehaven CA28 7TD
(VA RC mixed 7-11 NOR 247)
HEADTEACHER
Required for Sept 1987. Group 3 Junior School. Suitably qualified and experienced but not who is a practising Roman Catholic and has obtained the Catholic Teachers' Certificate.
Application forms and further details from Dir'r for Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please). Returnable to Chairman of the Governors, St. Begh's Primary, Couch Road, Whitehaven. Closing date: 22nd April 1987. (09680) 110010

DURHAM
COUNTY COUNCIL
Applications are invited for the HEADSHIP of the following schools:-
SPENNYMOOR NORTH JUNIOR SCHOOL
Group 4
Application forms and further details available from the Director of Education, County Hall, Durham DH1 5UJ on receipt of a foolscap stamped addressed envelope to be returned by Friday, 24th April, 1987. (08726) 110010

DORSET
KINGSLEIGH C. JUNIOR SCHOOL
Hadow Road, Bournemouth BH10 5HS
(Age range 8-11)
Required September 1987
Headteacher Group 5.
Please send foolscap SAE for application form and details to the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6LR returnable by 22nd April 1987. (09254) 110010

Redbridge
London Borough



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Headships

BECONTREE PRIMARY SCHOOL
Stevens Road, Dagenham, Essex RM8 2QR

Required for January 1988: a Headteacher for this Group 6 Primary School with a roll of approximately 390. Applications are invited from suitably qualified and experienced teachers.

PARKHILL INFANTS' SCHOOL
Lord Avenue, Clayhall, Ilford, Essex IG5 0DB

Required for January 1988: A Headteacher for this Group 4 Infants' School with a roll of approximately 250. Applications are invited from suitably qualified and experienced teachers.

Application forms and further details for both posts are available from and returnable to the Director of Educational Services, 255-259 High Road, Ilford, Essex, IG1 1NN (Tel: 01-478-3020 Ext 3135). (14352)

ESTCOTS C.P. SCHOOL
Bourg de Peage Avenue,
Lewes Road,
East Grinstead, RH19 3TY

Headteacher

Required for September 1987 or January 1988 for this Group 6 County Primary School. The school was built in 1972 and the modern buildings comprise 15 classrooms with activity areas. The school will soon be benefiting from further development.

Further details and application form available from Area Education Office, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e. (13456)

west sussex

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits.

HEAD TEACHER

Joseph Hood Primary School,
Whatley Avenue, London SW20 9NS. Tel. 01-542 2471.

HEAD TEACHER: Miss F. R. Wheatland
AGE RANGE: 3 - 9 years
NO. ON ROLL: 186

Required for the Autumn term 1987, a HEAD TEACHER for this Group 4 Primary School. Applications are invited from suitably qualified and experienced teachers.

* Inner London Allowance (currently £1,215) paid by Merton.
* Relocation allowances available.

CLOSING DATE: 24th April, 1987.

Application forms and further particulars of the post are available from the Director of Education, Crown House, London Road, Morden, Surrey SM4 5DX. Tel. 01-545 3264. (14348)

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION HEAD TEACHER POST

Kington St. Michael C.E. Primary School, The Ridings, Kington St. Michael, Chippenham, SN14 6JA
Group 2 **N.O.R. 51**

A Head Teacher is required from September 1987, following the resignation of Mr. P. Deacon. This is a new School in the heart of a small village to the North of Chippenham, with a very supportive community. The Governors seek a well experienced and qualified teacher with a modern approach to Primary education.

Application forms and further details from the Chief Education Officer, (Ref. ST/7/6/SCD), Education Department, County Hall, Trowbridge, Wiltshire, BA14 8JB. (Large SAE please). Previous candidates need not apply.

Closing date 24th April, 1987.

DEPUTY HEAD TEACHER POST

Tidworth, Zouch County Primary School, Wavell Road, Tidworth, Hants, SP9 7JS
Group 6 **N.O.R. 337**

Following the promotion to a Headship of the previous postholder, a Deputy Head Teacher is required for September 1987, in this open-plan Primary School, serving a mainly Military community. The persons sought should have experience of working in a co-operative teaching situation and be able to offer leadership in a curriculum area. The appointee will be fully involved in the management of the School.

Application form and further details (SAE please), from and returnable to the Headmaster by 21st April, 1987.

SCALE 2 POSTS

Shaw Ridge County Primary School, Shaw, Swindon, SN5 9RW. Headteacher: Mr. K.G. Burke
N.O.R. 150

Required September 1987, a Scale 2 experienced, enthusiastic teacher with a clear understanding of current educational developments for this new and growing semi-open planned Primary School.

Successful candidates will have the ability to offer Music across the age range, plus a belief in the principles of co-operative teaching.

Visits to the school welcome, by arrangement.

Application forms and further details (S.A.E. please) from the Headmaster at the school. Closing date 28th April, 1987.

Windmill Hill County Primary School, Freshbrook. (Opening September 1987) Group 5. Headteacher: Mr. D.W. Messenger.
Estimated N.O.R. 150

Required September 1987, two Scale 2 teachers. The successful candidates will be committed to creating a learning environment for children, based on first hand experience.

Please write for further details and application form (S.A.E. please) to: the Chief Education Officer (PJK), Sanford House, Sandford Street, Swindon, SN1 1QH. Closing date 24th April, 1987.

SCALE 1 POSTS

Park South Infant School, Priory Road, Swindon, SN3 2HA. Headteacher: Mrs. J.P. Jones
N.O.R. 170 + Nursery

Required from September an experienced and enthusiastic nursery teacher to initiate and develop 26 place nursery class opening Autumn Term 1987.

Application form and further details (S.A.E. please) obtainable from and returnable to the Head Teacher at the school by 28th April, 1987.

Farley All Saints C.E. Controlled Primary School, Church Road, Farley, Salisbury, SP5 1AH
Group 1 **N.O.R. 50**

Required from September, 1987 an enthusiastic Teacher for Juniors (7-11 age group) for this two teacher school. Music an advantage.

Application form and further details (S.A.E. please) from and returnable to the Head Teacher by the 1st May.

All Saints C.E. Controlled Infants School, School Road, Durrington, Salisbury, SP4 8HJ
Group 2 **N.O.R. 133**

Required from September, 1987, a Teacher for Infants.

Application form and further details (SAE please) from and returnable to the Head Teacher by the 4th May.

Christ the King R.C. Aided Primary School, Earls Court Road, Amesbury, Salisbury SP4 7D
Group 4 **N.O.R. 200**
Scale 1 Teachers required from September, 1987.

Applicants should be committed to a topic-based first hand experience approach and should be willing to adopt flexible teaching strategies.

Application form and further details (S.A.E. please) from and returnable to the Head Teacher by 1st May.

Amesbury County Infants School, Cold Harbour, Amesbury, SP4 7AH
Group 3 **N.O.R. 145**

Required from September 1987, a Teacher for Top Infants. To be interested in 'topic based first hand experience teaching' with Music an advantage.

Application form and further details (SAE please), from and returnable to the Head Teacher by 1st May. (14369)

PRIMARY HEADSHIPS
continued

EAST SUSSEX
WHITEHAWK COUNTY JUNIOR SCHOOL
Whitehawk Road, Brighton BN2 5JL
From September 1987: Headteacher for this Group 4 Junior School serving a social priority area which is being completely redeveloped. This is re-advertisement. Previous applicants need not reapply.
Relocation grants in approved cases.
Application forms and further details (see above) from and returnable to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG, by May 6. (09824) 110010

HUMBERSIDE
EDUCATION COMMITTEE
Required for September 1987
PERMANENT (NAT FACHED HEAD)
Group 1
Applications are invited from suitably qualified teachers for the post of Permanent (Natached Head for the Holderness Area of the East Riding Division of the Humberside LEA. Based at Skipsea C.E. Primary School. The person appointed will normally be required to serve an area of approximately 20 miles radius from the school.
Application forms and further particulars are available upon receipt of a large stamped addressed envelope, from the Director of Education (H.Q. Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned not later than Friday 24th April, 1987. (09640) 110010

HUMBERSIDE
EDUCATION COMMITTEE
Required for September, 1987. HEAD for Tirkton C.E. (V.C.) Primary School, Beverley HU17 9RZ.
Group 3. Age Range 5 - 11. N.O.R. 300.
Application forms and further particulars are available upon receipt of a large stamped addressed envelope, from the Director of Education, H.Q. Staffing, County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned not later than Friday, 24th April, 1987. (09640) 110010

EALING
LONDON BOROUGH EDUCATION SERVICE
EAST ACTON FIRST SCHOOL
East Acton Lane, Acton W3 7HA
Head required for September 1987. Group 3 salary £1,215 London Weighting. Relocation expenses payable subject to conditions.
WOOD END FIRST SCHOOL
Wood End Way, Northolt UB5 5QG
Head required for September 1987 (or earlier if possible). Group 3 salary £1,215 London Weighting. Relocation expenses payable subject to conditions.
For above posts: Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 29th April 1987.
The London Borough of Ealing contains one of the largest Asian and Afro-Caribbean populations in the country and therefore it would be an advantage to have experience of work among those communities.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, disabilities and from lesbians and gay men. (04035) 110010

HAVERING
LONDON BOROUGH OF HAVERING
UPMINSTER INFANTS SCHOOL
St. Mary's Lane, Upminster RM14 3PS
(Roll 270)
Required for September 1987 HEADTEACHER (GROUP 4 following the retirement of the present Headteacher Mrs A.E. Baillie.
Application forms and further details are available (s.a.e. please) from the Director of Educational Services (Ref Staffing/BH1), Mercury House, Bretons Gdns., Romford RM1 3HR.
Closing Date: 27th April 1987. (08710) 110010

HERTFORDSHIRE
ST GILES' C of E VA JMI SCHOOL
South Mymms
No. on Roll: 55
Applications are invited for the post of HEADTEACHER (Group 2) for this very lively village school. From 1 September 1987. There is close involvement with its Parish Church and a communicant Anglican is preferred.
Generous removal expenses, including mortgage subsidy, in approved cases.
Further details and application form from: Divisional Education Officer, The Woodside Centre, The Commons, Welwyn Garden City AL7 4RZ (sae please). (08995) 110010

HERTFORDSHIRE
REDBOURN INFANTS SCHOOL
Long Cutt, Redbourn, Herts.
Group: 4
Required for September 1987 or January 1988. Headteacher for this popular Infants School with County sponsored Nursery class.
Application form and further particulars available on receipt of S.A.E. from the Divisional Education Office, County Council Offices, Civic Centre, St. Albans, Herts. AL1 3JZ. (09761) 110010

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
COOKS INFANTS' SCHOOL
Finnymore Road, Dagenham, Essex
Roll 246
Required for September 1987
DEPUTY HEADTEACHER (Group 4) - An experienced and enthusiastic teacher is required with an interest in curriculum co-ordination and development. The vacancy is due to a result of the promotion to Headship of the present postholder. Informal visits to the school are welcomed (Contact the Headteacher, Mrs. S.L. Ling, on 01-592 3771).
Salary Scale: £9,252 - £12,000 per annum plus £1,215 per annum London Allowance. Social Priority Schools' Allowance also payable.
Reimbursement of removal expenses in approved cases.
Application forms are available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 24th April 1987.
An equal opportunity employer. (09739) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
ST MONICA'S RC COMBINED SCHOOL
Abbey Drive, North Hill, Milton Keynes MK14
DEPUTY HEADTEACHER
Applications are invited from practitioner Catholic teachers for the post of Deputy Headteacher. The post will be vacant as from September 1987 and has arisen from the promotion of the previous Deputy Headteacher to a Headship.
Assistance with removal expenses may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Clerk to the Governors, 76 Ashfield, Stantonbury, Milton Keynes MK14 6AT. Closing date: Friday 24 April 1987. (09910) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
ST. MARY MAGDALENE R.C. COMBINED SCHOOL
Ardwell Lane, Greenleys, Milton Keynes MK12 6AY
DEPUTY HEADTEACHER
Group 5
Applications are invited from practising Catholic teachers for the post of Deputy Headteacher for this developing school. The post will be vacant as from 1st September 1987.
Application forms and further details are available from the Clerk to the Governors c/o St. Mary Magdalene Presbytery, 105 High Street, Stony Stratford, Milton Keynes. Closing date: Friday 2nd May 1987. (09922) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CARRINGTON COUNTY FIRST SCHOOL
Chapel Road, Flackwell Heath, High Wycombe, Bucks.
Deputy Headteacher required for September 1987 for this Group 4 First School.
Application form and further details available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. Tel: H.W. 442277, Ext. 346. Closing date 1st May, 1987. (08329) 110012

CUMBRIA
ST. PATRICK'S RC PRIMARY SCHOOL
Derwent Street, Workington CA14 2DS
(Named 4-11. NOR 188)
DEPUTY HEAD
Required for Sept. 1987. Group 3 school. Suitably qualified and experienced teacher. Practising Roman Catholic essential.
Application forms from Director of Education, 5 Portland Square, Carlisle CA1 1PG (s.a.e. please). Returnable to Rev. J. Macauley, The Priory, Bankfields, Workington. Closing date: 24th April 1987. (09674) 110012

DORSET
BURTON C.E. CONTROLLED PRIMARY SCHOOL
Campbell Road, Burton, Nr. Christchurch BH23 7JY
(Age range 5-11. NOR 280)
DEPUTY HEAD TEACHER. GROUP 4
Required from September 1987.
Please send foolscap SAE for details and application form to the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EK, returnable by 22nd April 1987. (09252) 110012

DORSET
MILLDOWN CE (CONTROLLED) FIRST SCHOOL
The Milldown, Blandford
DEPUTY HEAD TEACHER (Group 3)
Required from September 1987.
Interest in Mathematics or Science an advantage.
Application forms, returnable to the Headmistress by 21 April and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap sae). (04032) 110012

EALING
(LONDON BOROUGH)
Education Service
WEST ACTON FIRST SCHOOL
Noel Road, Acton W3 0JL
DEPUTY HEAD required for September 1987 (or earlier if possible). Grade 4 salary £1,215 London Weighting. Relocation expenses payable subject to conditions.
Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 29th April 1987.
The London Borough of Ealing contains one of the largest Asian and Afro-Caribbean populations in the whole country and therefore it would be an advantage to have experience of work among those communities.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, disabilities and from lesbians and gay men. (04034) 110012

ESSEX
BASILDON MANOR INFANT SCHOOL
Church Road, Basildon
Tel: 0268 20145
(Roll 262 25 place Nursery Unit)
DEPUTY HEADTEACHER, Group 4 £9252 f.t.e.
Required September, energetic innovative teacher, interested in pre-school children. Active participation in organisation, administration, curriculum development, leadership in good classroom practice, extension of parental involvement.
Relocation expenses payable in approved cases.
Send foolscap sae to: South West Area Education Office, The Kiosks, Basildon SS15 5RX for form and details.
Closing date: 24th April 1987.

THE NEW MAYFLOWER COUNTY PRIMARY SCHOOL
Main Road, Dovercourt
Tel: Harwich 509444
(Roll 370)
DEPUTY HEAD, Group 3
Required September 1987, committed to modern primary practice, developed through thematic/direct experience approaches. Interest in mathematics/computers advantageous.
Closing date: Friday 24th April 1987.
Please apply directly to Area Education Office, Park Road, Colchester CO3 3UP (foolscap s.a.e. please).

WESTBOROUGH COUNTY PRIMARY SCHOOL
MacDonald Avenue, Westcliff on Sea
Tel: (0702) 349249
(Roll 490)
DEPUTY HEADTEACHER Group 5
Required September, ambitious, enthusiastic, capable teacher for expanding school and committed hard-working team. Applicants should possess high standards of classroom work plus leadership skills for staff and curriculum development.
Further details and application form available from South East Essex Area Education Office, Civic Centre, Victoria Avenue, Southend, to whom completed applications should be returned by 1st May 1987. (08764)

SHROPSHIRE EDUCATION COMMITTEE
An Equal Opportunity Employer

PRIMARY HEADSHIPS

Applications are invited for the following Headships which will become vacant from the beginning of the Autumn Term 1987.

1) **Group 5 Randlay County Primary School, Telford.**
2) **Group 5 Wrockwardine Wood C.E. Junior School, Telford.**
3) **Group 4 Church Stretton C.E. (Controlled) School.**
4) **Group 4 Leegomery County Infant School, Telford.**
5) **Group 1 Ellerdine County Primary School.**
6) **Group 1 Grafton County Primary School.**
7) **Group 1 Hopton Wafers C.E. (Controlled) School.**

Application forms and further particulars (S.A.E.) from: County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND. To be returned by Tuesday 21st April, 1987. (03462)

Deputy Headships
Second Masters/ Mistresses

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
DANESFIELD COUNTY COMBINED SCHOOL
Hawkins Wood, Moulsoham, Bucks.
Deputy Headteacher required for September, 1987 for this Group 5 Combined School.
Application forms and further details available from the Area Education Office, Thame House, 9 Castle Street, High Wycombe, Bucks. Tel: H.W. 442277, Ext. 346. Closing date 1st May, 1987. (08584) 110012

PRIMARY DEPUTY HEADSHIPS
continued

HAMPSHIRE
LOCKS HEATH COUNTY JUNIOR SCHOOL
Warsash Road, Locks Heath, Southampton SO3 6NZ
Required September 1987 - DEPUTY HEADTEACHER - GROUP 5.
Further details and application form from Headteacher on receipt of an s.a.e. Closing date 24th April 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. S.A.E. to School for full details.
Application by letter to Head with CV, and names of two educational referees by 24th April. (09510) 110012

HAMPSHIRE
FROGMORE COUNTY INFANT SCHOOL
Green Lane, Frogmore, Camberley, Surrey
Group 5 School
N.O.R. 240
Required for September 1987
Deputy Head Teacher.
Closing date 1st May, 1987.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Letter of application enclosing c.v. to the Headteacher. (09512) 110012

HAMPSHIRE
WHERWELL COUNTY PRIMARY SCHOOL
Wherwell, Andover SP11 7JP
Group 3
DEPUTY HEADTEACHER
The successful applicant who must have proven ability as a class teacher, should have leadership qualities which show enthusiasm and sensitivity. He/she will be expected to make a major contribution to the curriculum and take a full and active part in the life of the school.
S.A.E. to Headteacher for details.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (09506) 110012

HAMPSHIRE
LUDLOW FIRST SCHOOL
Ludlow Road, Southampton SO3 7EG
Required September 1987 Group 4 - an enthusiastic and experienced teacher prepared to play key part in curriculum development and management. We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. S.A.E. to School for full details.
Application by letter to Head with CV, and names of two educational referees by 24th April. (09510) 110012

HERTFORDSHIRE
HAZELGROVE JMI SCHOOL
Hazel Grove, Hatfield AL10 9DZ
Required for September, 1987, DEPUTY HEAD TEACHER, for this Group 4 School. Applications invited from teachers experienced in modern educational methods, capable of curriculum innovation and leadership. A committed Christian life of the School and their own professional development is considered important. Candidates with an Infant or Junior qualification will be given equal consideration.
Fringe allowance of £300 p.a. payable.
Generous removal expenses, including mortgage subsidy, in approved cases. (09555) 110012

HERTFORDSHIRE
ICKNIELD WALK FIRST SCHOOL
Poplar Drive, Royston, Herts. SG8 7BZ
Tel: Royston (0763) 43392
Headt: Mrs J.A. McCrellis
Required for September 1987 a DEPUTY HEAD TEACHER (Group 3). Candidates should have experience of Infant and Junior Applications should be prepared to participate fully in the organisation and management of the school and in the development of the curriculum.
Application form and further details are available from the Headteacher. (s.a.e. please).
Visits prior to application are welcome. (09766) 110012

HERTFORDSHIRE
FAIRFIELDS J.M.I. SCHOOL
Rossdale Way, Cheshunt EN7 5JG
Head: Mr. M.G. Tuck
DEPUTY HEADTEACHER required for this Group 4 J.M.I. School for September 1987.
Application forms and further details available from the Divisional Education Office, Scott House, Haoddell Road, Hertford SG13 8BQ. (Tel: 0992 555853).
The Authority operates numerous schemes for relocation expenses. Closing date for applications: 8th May. (09756) 110012

HERTFORDSHIRE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
ST. ANNE'S BY-LE-WOLD C.E. PRIMARY SCHOOL
St. Barnabas Road, Barnetby, South Humberside DN38 6JD
Head Teacher: Mr R.G.C. Allcock
Nu on Roll: 154
DEPUTY HEAD teacher (Group 4) is required from September, 1987. A suitably qualified teacher of Juniors with wide experience of modern primary practice to undertake an important role in the School's organisation and curriculum development.
Application forms and further details obtainable upon receipt of s.a.e. from the Divisional Education Office, 5, Cliff Gardens, Scunthorpe DN15 7PH to whom completed forms should be returned no later than 22nd April 1987. (08575) 110012

ITALY
'Milan, sun paces advert - Overseas'. (08813) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SOUTHFIELDS C OF E INFANT SCHOOL
Grove Road, Burbage, Hinckley, Leics LE10 2AD
DEPUTY HEADSHIP
DEPUTY HEAD (GROUP 4
Please see block advertisement for Leicestershire County Council. (08749) 110012

NEWHAM
LONDON BOROUGH OF NEWHAM
CARPENTERS PRIMARY SCHOOL
Carpenters Road, London E15 2JG
Head Teacher: Mrs G.M. Hindley
Number on roll: 160 60 p.t. Nursery children
DEPUTY HEAD
Group 4
Required: September 1987 (as soon as possible).
Applications are invited from enthusiastic and experienced teachers who are able to offer experience in one or more areas of the curriculum, alongside a commitment to the full life of the school and their own professional development. Vacancy due to promotion of present postholder.
London Allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 21.4.87.
Education Offices, 370/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (08971) 110012

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
PETERHOUSE FIRST SCHOOL
Peterhouse Avenue, Gorleston, Gt. Yarmouth NR31 7PZ
N.O.R. 200 Nursery Class, 5-8 Mixed
Required September 1987.
DEPUTY HEAD-TEACHER (Group 4).
Closing date 24.4.87.
Application forms and further details obtainable from and returned to the Area Education Officer, 22 Euston Road, Gt. Yarmouth NR30 1EA on receipt of s.a.e. (08759) 110012

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
COLTISHALL AIRFIELD FIRST SCHOOL
Pilby Road, R.A.F. Coltishall, Norwich NR10 5JW Norfolk
Group 2, N.O.R. 85. Age Range 5-8
Required for September 1987 Deputy Headteacher.
Application forms and further particulars (s.a.e. please) from the Area Education Officer, Northern Area Office, Market Street, North Walsham, Norfolk NR28 9DZ.
Closing date 11th May 1987. (08740) 110012

SOLIHULL
EDUCATION COMMITTEE
BERKSWELL C.E. (AIDED) JUNIOR AND INFANT SCHOOL
Church Lane, Berkswell, Coventry CV7 7BJ
Tel: Berkswell 32141
(Group 2)
Required for September 1987, Deputy Headteacher.
Send S.A.E. to Acting Director of Education, P.O. Box 30, Council House, Solihull, West Midlands B91 3QU.
Closing Date: 1st May 1987. (08531) 110012

WEST GLAMORGAN County Council
Education Department

DEPUTY HEADSHIPS

Applications are invited for the following posts to commence in September, 1987 or as soon as possible.

TERRACE ROAD PRIMARY SCHOOL
Terrace Road, Mount Pleasant, Swansea
(Mixed) (356 + Nursery on Roll) (Age Range 3-11)
DEPUTY HEADTEACHER for this Group 6 School
(Post Ref: 1:11:87)

CRYNALLT INFANTS SCHOOL
Cimla, Neath
(Mixed) (252 + Nursery on Roll) (Age Range 3-7)
DEPUTY HEADTEACHER for this Group 5 School
(This is a Re-advertisement)
(Post Ref: 2:11:87)

Application forms and further particulars for the above posts are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.

The CLOSING DATE for receipt of completed applications is THURSDAY, 23rd APRIL, 1987. (14328)

Required September, 1987
THE HYDE J.M. SCHOOL
The Hyde, NW9 6LE. Roll: 126

Deputy Head Teacher

Group 3

Successful candidate must be prepared to work as part of a team. Please state curricula interests.

Removal expenses and separation allowances available.

Application forms (foolscap s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall Friern Barnet, N11 3DL by 1st May, 1987.

(11600)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH Barnet

AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex or disability.
To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m. – 4.30 p.m. providing for teachers children from 3–5 years of age.
Except where otherwise stated please contact Headteacher concerned for Application Form and further details.

Waltham Forest

Primary

DEPUTY HEAD

CHAPEL END JUNIOR SCHOOL,
Roberts Road, Walthamstow E17 4LS
Head: Mr R Ronan

Required for September

Deputy Head Teacher – Group 4 (£9,252–£12,000) plus Outer London Allowance. School Roll: 230 (approx).

An enthusiastic and successful teacher, seeking responsibility and involvement, required for this junior school. Ref. P10/699.

ADVISORY TEACHERS

Advisory Teachers, Scale 3 (plus Outer London Allowance).

Pilot Project for Curriculum Development and anti-racism in Primary Schools with relatively small numbers of ethnic minority pupils.

(Re-advertisement. Previous applicants need not reapply).

This post is funded under the Education Support Grants Scheme and will run from 1st April 1987 for two years, with a possible extension to three. Appointment will be made to the Authority's permanent staff.

The post-holder will work in close collaboration with the Adviser for Multi-cultural Education and the Multi-cultural Development Service to assist a group of Primary Schools to implement the objectives of the Authority's anti-racist, multi-cultural policies. Candidates will be expected to have experience of implementing anti-racist multi-cultural strategies in Primary Schools, and of in-service training in this field.

An Advisory Teacher has been appointed to undertake similar work in Secondary Schools linked to the Primary Schools concerned. Ref. P696.

Closing date for the above two posts: 24th April 1987.

Required for September

Primary Science Advisory Teacher – Scale 3 plus Outer London Allowance.

An experienced infant or junior teacher is sought to join the ESG Science Advisory Team in encouraging the development of science and technology in the Borough's primary schools. The team operates mainly by working alongside teachers in their own classrooms, but is also involved in running courses, and leading workshops and discussions both in schools and at the Teachers' Centre. The appointment is initially for two terms only and relates to ESG projects and will be for the duration of DES funding, but the successful applicant will be appointed to the Authority's permanent staff.

Application forms and further details for the above three posts are available from and returnable to Chief Education Officer, Leyton Municipal Offices, High Road, Leyton E10 5QJ, or telephone 01 558 3563 (24 hour answering service).

SCALE 2

LONGSHAW PRIMARY SCHOOL,
Longshaw Road, London E4
Head: Mr D Bookman

Required for April

Successful Primary Teacher to co-ordinate Religious Education throughout the school.

Scale 2 plus Outer London Allowance. Ref. P35/704.

WOODFORD GREEN PRIMARY SCHOOL,
Sunset Avenue, Woodford Green, Essex
Head: Mr D Stanley

Required for September

Experienced primary teacher to co-ordinate Environmental Studies or Music throughout the school.

Scale 2 plus Outer London Allowance. Ref. P67/700.

Closing date for the above two posts: 24th April 1987.

SCALE 1

Waltham Forest welcomes newly qualified teachers.

Begin your teaching career in a caring authority within easy reach of Central London and Epping Forest. We have opportunities for Nursery, Infant, Junior and Primary trained teachers in well resourced schools.

We are committed to supporting you through weekly release from class teaching for a planned induction course.

Appointments may be offered from July 1987.

Assistance with accommodation may be considered in some cases. Ref. P608.

Application forms available from and returnable to Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ or telephone 01-558 3563 (24 hour answering service).

THOMAS GAMUEL PRIMARY SCHOOL,
Colchester Road, London E17
Head: Mr F Miles

Required as soon as possible

Two Special Needs Teachers for the Junior Department in this purpose built open plan school (12½ days per week each).

Scale 1 plus Outer London and Social Priority Allowances. Ref. P60/702.

Special

SCALE 2

JOSEPH CLARKE SCHOOL,
Vincent Road, Highams Park, E4 9PP
Head: Mr F Smith

Teacher required for this all age day school for the visually impaired.

The successful applicant will be expected to teach pupils over the nursery and infant range. This post has become available due to the increase in the size of the primary department. Building will begin to extend this department in July, 1987.

This is an ideal opportunity for a teacher with ideas to join a committed team in a developing school.

Available for a suitably qualified/experienced teacher. Knowledge or experience of computers would be of assistance. Experience of teaching visually impaired children is an advantage but not essential.

Scale 2(S) plus Outer London Allowance. Ref. S8/698.

Closing date 24th April 1987.

Come and teach in Kent

HEADSHIPS

NORTH KENT AREA
Appointment from September 1987.
New County Primary School in Kingfisher Drive, Chatham, Group 4 (Age Range 5–11)

Deputy Headteacher required for this new 2 form entry school, the first instalment of which is due for completion in August 1987. The school is situated in an area of mixed housing development in the Walderslade area to the south of the Medway Towns.
Application form and further details from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE, to whom they should be returned by 1st May 1987.

WEST KENT AREA
St. James' Junior School, Sandrock Road, Tunbridge Wells TN2 3PR. Group 5.

Required for September 1987 for this Group 5 Junior School. Candidates should be experienced, enthusiastic class teachers with the ability to take a leading role in curriculum and staff development and to participate in the management of the school.

SOUTH KENT AREA
St Mary's CE (Aided) Primary School, Western Avenue, Ashford, Kent TN23 1ND

Required for the Autumn Term 1987 for this Group 5 School for children aged 5–11 years.
This post will carry responsibility for the Infant Department. Candidates should be communicant members of the Church of England
Closing date 30th April 1987

SCALE 2 AND ABOVE

EAST KENT AREA
County Pool of Mobile Staff (Scale 3)

Please see display advert on page 61.

St Mary of Charity CE (Aided) Junior School, Orchard Place, Faversham ME13 8AD. No on roll – 290.

Scale 2 teacher to be responsible for the Arts throughout the school, from September 1987. Committed Christians preferred. Closing date 30th April 1987.

KENT County Council

Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).

St Mary of Charity CE (Aided) Junior School, Orchard Place, Faversham ME13 8AD. Number on roll 290.

Required for september 1987, Scale 2 teacher to be responsible for Mathematics throughout the school. Experience of Kent Mathematics Project an advantage. Committed Christians preferred.
Closing date 30th April 1987.

WEST KENT AREA
St. Thomas' RC Primary School, South Park, Sevenoaks, Kent. Group 4 – Roll 190 approx.

Required for September 1987 an experienced and enthusiastic teacher to make a contribution to the organisation and curriculum co-ordination within the school. Salary equivalent to Scale 2 for a suitably qualified applicant but applications from newly qualified teachers considered.
Please indicate your area of current expertise or interest. A practising Catholic holding a Catholic Teachers Certificate is preferred.
Closing date 2 weeks from appearance of advertisement.

SCALE 1

NORTH KENT AREA
Chatham, Glencoe CP School (Infant Dept), Redvers Road, Chatham, Kent.

Teacher required from September 1987. Applications from probationers welcome.

SOUTH KENT AREA
Saltwood CE (Aided) School, Saltwood, Nr Hythe, Kent

Assistant Teacher for Infants required September 1987.
The Governors seek a committed practising Christian for this post.
Further details form and applications (together with a commendation from a parish priest) to the Clerk of the Governors:
Mr D D R Bell, 'Moore Lea', Castle Road, Saltwood, Nr Hythe, Kent CT21 4QZ, not later than 27th April 1987.

PRIMARY DEPUTY HEADSHIPS
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL
WALESBY C.E. PRIMARY SCHOOL
Newthill, Walesby, Newark, Notts. NG22 9BE
Roll: 190
DEPUTY HEAD TEACHER (Group 4)
A highly motivated teacher is required for September. The successful applicant will be looked to make a positive contribution to curriculum and professional developmental objectives. Experience in the full primary age range an advantage. The vacancy is created by the promotion of the previous Deputy to a Headship within the Authority.
Application forms are available (s.a.e.) from the Head Teacher at the School.
An Equal Opportunity Employer. (007437) 110014

SHROPSHIRE
MUCH WENLOCK CP
Recreation Lane, Much Wenlock TF13 6JG
Required for September 1987. Deputy Head Group 4 this semi-open planned school. Applications are invited from enthusiastic lively teachers who will share their classroom expertise and take a leading role in the development of the curriculum throughout the school. A strong commitment to the direct teaching approach is essential. Please state strengths and interests.
Application forms & details from the Head (SAE). Closing date: 11 May 1987. (040537) 110012

WILTSHIRE
Please see display advertisement on Page 37 (08405) 110014

REDBRIDGE
READVERTISEMENT
WANSTEAD CHURCH SCHOOL
Church Path, Wanstead, London E11 2SS
Head Designate: Mr M.R. Sninks
Tel: 01-989 6001
Required for September 1987: Deputy Headtincher (Group 4).
Applications are invited from experienced and enthusiastic teachers, who would preferably be practitioner and communicators members of the Church of England. Wanstead Church is a Voluntary Aided one form entry primary school.
Application forms and further details are available from the Director of Education Services, 255/259 High Road, Ilford, Essex IG1 1NN (Tel: 478 3020. Ext. 3135).
Completed forms should be returned to: The Rector and Chairman of Governors, Father V.P. Bowen, c/o The Education Office, Lynton House; 255/259 High Road, Ilford, Essex IG1 1NN.
Previous applicants will be reconsidered.
Closing date: 29th April 1987. (08933) 110012

Heads of Department

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
HAWKEDON PRIMARY SCHOOL
Hawkedon Way, Lower Earley, Reading
NOR: 218
Required September 1987, Head of Infant Dept. (Scale 3) for this oppo'nity. Grade 2 possible.
Applications from energetic, enthusiastic and experienced teachers who are committed to a child-centered approach, team teaching and an integrated curriculum are particularly welcome.
From September the infant classes will be housed in a new purpose built extension, which affords the ability to organise a creative, educational environment in this area from its inception.
Visits are welcome.
Forth details and application forms from the Headteacher (SAE please).
Closing Date: May 1st 1987.
Berkshire has a scheme of relocation and of loans and removal expenses.
An Equal Opportunity Employer. (08598) 110018

Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ST JOSEPH'S R.C. PRIMARY SCHOOL
The Broadway, Barking, Essex (Roll 214)
Required for September 1987:
An energetic, caring and committed primary school teacher with the ability to lead an enthusiastic and hard-working team of colleagues in one or more curriculum areas. Please state special interests. There is close co-operation between school and home and the school offers a wide range of extra-curricular activities. The school has the additional benefits of being extremely well-equipped, recently redecorated throughout and within minutes walking distance of Barking's British Rail and Underground stations. Informal visits most welcome (Tel: 01-594 4020). Scale 2 plus £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 24th April 1987.
An equal opportunity employer. (09772) 110020

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1987
BELL LANE J.M.I. SCHOOL
Bell Lane, Hendon NW4 2AS
Roll: 344
Two teachers required to work in this friendly Multi-cultural Environment:
1. Junior Class Teacher with responsibility for MUSIC. Salary equivalent to Scale 2.
2. Junior Class Teacher with responsibility for Science or Physical Education. Salary equivalent to Scale 2.
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the school by 24th April, 1987. (09777) 110020

CAMBRIDGESHIRE
STRETHAM COUNTY PRIMARY SCHOOL
Wood Lane, Stretham, Ely, Cambs. CB6 3JN
Required from September, an enthusiastic and caring INFANT teacher. Scale 2 to be responsible for Music throughout the school.
Application form and details from the Headteacher (s.a.e. please). (09560) 110020

CAMBRIDGESHIRE
THE MERIDIAN C.P. SCHOOL
Cottenham
Required for September, Scale 2 enthusiastic teacher to take a leading role in the Infant Department.
Further details/application form from Headteacher, Harbour Avenue, Cottenham, Cambridge CB4 8PQ (Cottenham 3269 by 5 p.m. May 1st a.m. please). (09551) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
RIVERS COUNTY FIRST SCHOOL
Trent Road, Bletchley, Milton Keynes MK3 7SB
Due to promotion to Deputy Headship of the present postholder, an experienced teacher is required who will be responsible for Mathematics across the curriculum of the ages 2-9 years (6 years aged 3 to 8 plus). This is a Scale 2 post which is available from September 1987.
The ability to play the piano would be an advantage but not essential.
Application forms and further details available from the Headteacher on receipt of an A5 stamped addressed envelope. Closing date 11th May 1987.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area. (09521) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
PORTFIELDS COUNTY FIRST SCHOOL
Westbury Lane, Newport Pagnell MK16 8PG
Required for September a Scale 3 teacher to play an active role in further development of the school curriculum. This will involve a central curriculum responsibility and a major contribution to the organisation and management of learning and the related resources. Please state expertise and experience in letter of application.
Further details and application forms available from the Headteacher on receipt of an A5 stamped addressed envelope.
Assistance with removal expenses may be available in approved cases.
There is a wide range of housing to buy in the area. (09517) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
NEWLYN C.E. CE (AIDED) FIRST SCHOOL
Fishernrnead, Fishernrnead, Milton Keynes MK6 2LP
Scale 2 teacher with responsibility for children with special educational needs required from September 1987 for a 4 year age plus of 5-7 or 7-9 year olds. The successful applicant must be willing to work in a small open plan co-operative environment and must be committed to a child centred approach. Please apply by letter and include curriculum vitae to the Headteacher, outlining your philosophy of education and your approach to the job successful.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area. (09518) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
LOUGHTON COUNTY COMBINED SCHOOL
Loughton, Milton Keynes
Applications are invited from experienced teachers for the following vacancies. These posts offer candidates the opportunity of taking major responsibilities in contributing to the establishing and developing of this new school which will be opening in September 1987.
SCALE 2:
A qualified teacher to be responsible for co-ordinating the work within the First School Department.
SCALE 2
An experienced teacher to work within the First School Department with special emphasis on developing liaison between home and school.
SCALE 3
A qualified teacher prepared to make a positive input into the development of the Middle School area.
Further details and application forms available from the Area Education Officer, Milton Keynes, on receipt of an A5 stamped addressed envelope. (09520) 110020

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEACHER Scale 2
Required for 1st September 1987 to teach Boys Games and Science, at Buttertrite C.P. School, School Grove, Prestwich, Manchester M25 8RJ.
Application forms and further details obtainable from and returnable to the Director of Education, Education Offices, Athinaeum House, Bury BL9 0BN by the 24th April, 1987. (09930) 110020

CUMBRIA
LANGWATHBY C. OF E. SCHOOL
Salkeld Road, Langwathby, Penrith CA10 1DD
(Vc/Controlled 4–11 NOR 164 + 33 PNR)
CO-ORDINATOR (Scale 2)
Required for September 1987, a suitably qualified and experienced teacher for one of the junior units and to take responsibility for curriculum development in a major area of the curriculum. Applicants should state particular curriculum interests.
Full letters of application with CV and names of referees to the Headteacher, Mrs Jean Shaw, to 1st April 1987. (09164) 110020

DORSET
TRINIDAD FIRST SCHOOL
Herbert Avenue, Parkstone, Poole BH12 4HY
(age range 5-8)
Required September 1987, Teacher with experience of dealing with children with special educational needs. (Scale 2). Duties will include assessing the children throughout the school and assisting colleagues of staff with programmes of work.
Application forms and further details from the Headmaster on receipt of s.a.e. (009594) 110020

DORSET
AD ASTRA FIRST SCHOOL
Sheaborne Crescent, Stanford Heath, Poole BH17 8AP
(Age range 5-8)
Required September 1987 First School Teacher to work in a team teaching situation. (Scale 2). Responsibility for Environmental Education.
Application Forms and further details from the Headmistress on receipt of s.a.e. Closing date 24th April 1987. (00678) 110020

DORSET
WIMBORNE COUNTY FIRST SCHOOL
Group 4
(231 on roll - 5-9 age range)
Required September 1987 an enthusiastic and experienced teacher to be responsible for Music throughout the 5-9 year age range. Scale 2. (Ability to play the piano, preferred). Candidates should have a flexible approach and willingness to be a contributing member of a team.
Application forms and further details from the Acting Headteacher (s.a.e. please). Closing date Thursday 23rd April. (00943) 110020

DORSET
ST JOHNS CE (AIDED) PRIMARY SCHOOL
Coombs Avenue, Weymouth (Roll 250)
TEACHER (Scale 3)
Required from September.
To be responsible for (curriculum areas) and age range(s) within the school dependent upon the successful candidate's own specialisms.
Application forms, returnable to the Headmaster by 1 May, and further details from the Clerk to the Governors: Miss E. Saunders, 97 Sutton Road, Sutton Poyntz, Weymouth DT3 6LW (foolscap SAE). (009943) 110020

EALING
LONDON BOROUGH
EDUCATION SERVICE
SENIOR CONTRACT SUPPLY TEACHER: Southall Primary Schools (Ref: 5/3)
Experienced Primary Teacher required as soon as possible to be responsible for the co-ordination and deployment of a team of Contract Supply Teachers working at Primary Schools in Southall mainly to cover absences.
The postholder will also undertake supply cover duties in schools when not fulfilling co-ordination functions.
Conditions of employment and arrangements for payment of salary are as for other established teaching posts in the Authority's service.
Scale 3 salary plus Social Priority Allowance payable when working in certain schools, plus £1,215 London Weighting.
Application forms (SAE) from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (04005) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. PAUL'S C OF E PRIMARY SCHOOL
Ringwood Way, London N21 2RA
Tel: 01-360 3137
Roll: 325
Required September 1987: teacher, Scale 2 for either INFANT or JUNIOR class and ability for PE/Games. EDUCATION throughout the school.
St. Paul's is a modern, well-established Primary School in a very pleasant part of the London Borough of Enfield, with direct access to the City and the West End of London.
London Allowance, £795.
Application forms (large SAE) obtainable from Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned to: Clerk to the Governors at the school.
Closing date 1st May 1987.
An equal opportunity employer. (09778) 110020

ESSEX
NORTH WEALD ST. ANDREWS C OF E. PRIMARY SCHOOL
School Green Lane, North Weald, Epping CM16 6EH
Tel: North Weald 2293
(Roll 284)
TEACHER, Scale 2
Required September, teacher experienced in micro-based work to develop maths/technical studies. Interest in P.E. or computers an advantage.
Please apply to the Headteacher at the school (foolscap s.a.e. please).

WILLIAM MARTIN C. OF E. JUNIOR SCHOOL
Tawneys Road, Harlow CM18 6PW
Tel: Harlow 24120
(Roll 177)
TEACHER, Scale 2
Required for September. Areas of responsibility dependent on interests and ability of candidates. Visits welcome.
Apply to the Headteacher at the address (foolscap s.a.e. please). (08765) 110020

HAMPSHIRE
KNIGHTS ENHAM JUNIOR SCHOOL
King Arthurs Way, Andover, Hants.
Required September 1987 Scale 3. N.O.R. 182
Teacher to act as consultant (to include Special Educational Needs)
(will be taught 0.6 of time) to form a team committed to providing a stable yet stimulating environment for all pupils, some whom have special educational difficulties.
Further details (if available please) from headteacher.
Closing Date 21st April 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (06976) 110020

HAMPSHIRE
GREENFIELDS COUNTY JUNIOR SCHOOL
Greenfields Drive, Basingstoke, Hants.
Group 4 School
N.O.R. 189
Required for September 1987
Teacher responsible for Assistant Headteacher. Scale Post.
Closing date 8th May 1987.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Letter of application w/ closing c.v. direct to school. (09511) 110020

HAMPSHIRE
SOUTH EAST HANTS AREA
WARREN PARK FIRST AND MIDDLE SCHOOL
Sandeford Road, Havant, Hants.
Tel: Havant 475502
Headteacher: Mr G. Berks
Required September 1987 experienced and enthusiastic teacher to act as First School Co-ordinator (Scale 3).
Closing date: 27th April 1987.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Please apply to the Headteacher, enclosing s.a.e. for further details and application form. (09944) 110020

HAVERING
LONDON BOROUGH OF HAVERING
CLOCKHOUSE JUNIOR SCHOOL
Clockhouse Lane, Collier Row, Romford RM5 3QB
Tel: Romford 41896
Headteacher: P.J. Whitehead (roll 305)
Required for September 1987 Scale 2 teacher to contribute curriculum development in school. Applicants should be enthusiastic teachers, who have good organisational ability. They should identify a particular area of ability/interest. Visits to the school are welcomed by prior appointment.

GOBIONS J.M. & I. SCHOOL
Havering Road, North Romford RM1 4TS
Tel: Romford 45011
Headteacher: R. Hadley
(Roll 310)
(1) Required for September 1987 an enthusiastic teacher Scale 2 (teacher) to assume responsibility for Art and Craft throughout the school. Informal visits to the school would be welcomed.
(2) Required for September 1987 an enthusiastic Scale 1 teacher to assume responsibility for Music. The vacancy is likely to be in the infant part of the school. Initially, an experienced infant class teacher offering Music would be considered for the post. Informal visits to the school would be welcomed.

UPMINSTER JUNIOR SCHOOL
St. Mary's Lane, Upminster RM14 3BS
Tel: Upminster 20453
Headteacher: E.H. King
(roll 417)
Required for September 1987 a suitably experienced and imaginative teacher. Scale 2, responsible for a year group. An interest in Science or Mathematics desirable. Previous applicants will automatically be re-considered.
Closing date for the above four posts 27th April 1987.

PARSONAGE FARM JUNIOR SCHOOL
Farm Road, Rainham RM13 9JS
Tel: Rainham 55037
Headteacher: C. Puttick
(roll 253)
(1) Required for September 1987, Scale 2 Teacher. The successful candidate should have an interest (though not necessarily experience) in developing his/her own expertise in Mathematics and sharing enthusiasm with a lively staff. Visits to the school are welcomed.
(2) Required for September 1987, Scale 2 Teacher to be responsible for P.E. and Games Education. The successful candidate will be expected to work closely with other members of staff in continuing the development of P.E. and Health Education throughout the school. An interest in games would be an advantage. Visits to the school are welcomed.
Closing date: 1st May, 1987
Application forms for the above six posts are available (sae please) from the Director of Educational Services (Staffing DPT), Mercury House, Mercury Gardens, Romford RM1 3DR. (09606) 110020

HERTFORDSHIRE
LEVERSTOCK GREEN J.M.I. SCHOOL
Green End Lane, Hemel Hempstead, Herts. HP3 8SA
Tel: 0442 63911 (Roll 64917)
Head: Mr. J.E. Fellows N.O.R. April 246
Required for September 1987 an energetic and enthusiastic teacher for lower juniors in the first instance. An interest in music, drama, boys' games or art and craft would be an advantage.
A Scale 2 post is available for a suitably qualified and experienced teacher, able to offer a lead in a curricular area.
Further details and application forms are available from the school (S.A.E. please).
Applicants should complete an application form and a letter of application indicating their curriculum strengths and experience, to be returned to the Headmaster as soon as possible.
Details of the Local Authority's relocation allowances are available from the Head on request. (08835) 110020

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
THE MOUNT PRIMARY SCHOOL
Kingston Lane, New Maldan, Surrey KT3 3QE
Tel: 01-942 5134
No. on Roll: 350
For September 1987 a teacher is required who will be responsible for the primary Science curriculum.
Scale 2 post. London Allowance £795.
Application forms are available from the Director of Education and Recreation, Guildhall, Kingston upon Thames KT1 1EU (SAE please); completed forms should be returned to the Headmaster at the School by 24th April 1987.
An Equal Opportunities Employer. (08600) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ST FRANCIS R.C. INFANT SCHOOL
Morpeth Road, Hackney, E9 7HD
Tel: 01-985 2715
Required for September 1987 an energetic and enthusiastic teacher for lower juniors in the first instance. An interest in music, drama, boys' games or art and craft would be an advantage.
A Scale 2 post is available for a suitably qualified and experienced teacher, able to offer a lead in a curricular area.
Further details and application forms are available from the school (S.A.E. please).
Applicants should complete an application form and a letter of application indicating their curriculum strengths and experience, to be returned to the Headmaster as soon as possible.
Details of the Local Authority's relocation allowances are available from the Head on request. (08835) 110020

NOTTINGHAMSHIRE
COUNTY COUNCIL
OUR LADY OF PERPETUAL SUCCOUR R.C. (AIDED) PRIMARY SCHOOL
Piccadilly, Bulwell, Nottingham NG6 9FN
(Roll 150)
TOP INFANTS (Scale 2)
LOWER INFANTS (Scale 2)
Required for September. The successful candidate will take responsibility for creative arts/music or mathematics and computers and be pressed to assist in the organising of curriculum development throughout the entire school. Catholic teachers preferred.
Application forms are available (s.a.e.) from the Head Teacher at the School.
An Equal Opportunity Employer. (09745) 110020

REDBRIDGE
WELLS PRIMARY SCHOOL
Barcing Oval, Woodford Green, Essex IG8 0PP
Tel: 01-504 5937
Head: Mrs B. Taylor, B.Comm., Dip.Ed.
Required for September 1987: an experienced infants' class teacher for this one form entry primary school. The person appointed will be responsible for co-ordinating the curriculum in the lower school and will have specific responsibility for one particular area of the curriculum.
The post is on Scale 3 with Outer London Allowance: assistance with limit loan for house purchase and resettlement expenses where appropriate is given in approved cases.
Further details and application forms are available from the Head, to whom the completed forms should be returned to by 1 May 1987. (09934) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
CHASE BRIDGE JUNIOR SCHOOL
Kneller Road, Twickenham TW2 7DE
Tel: 01-892 8002
SCALE 2 TEACHER Plus £795 Outer London Allowance
Required for September 1987, a Scale 2 class teacher with responsibility to develop art and craft curriculum throughout the school. An additional interest in drama would be preferred.
Visits to the school are welcome by appointment with the Headteacher.
Forms and further details (foolscap s.a.e.) from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 27th April 1987. (09649) 110020

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ETHNIC MINORITIES SUPPORT SERVICE
Teachers of ESL.
Please see advertisement under E.S.L. Section. (08536) 110020

PRIMARY EDUCATION
continued

HAVERING
LONDON BOROUGH OF HAVERING
CROWN FIELD JUNIOR SCHOOL
White Hart Lane, Collier Row, Romford RM7 8JR
Tel: Romford 47070
(Roll 205)
Headteacher: A.R. Thompson
Required for September 1987 Scale 2 teacher to take responsibility for Music throughout the school.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref Staff/PRIT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing Date: 27th April 1987. (08768) 110020

HAMPSHIRE
KING ARTHURS CE (AIDED) JUNIOR SCHOOL
Andover
Required September 1987 Scale 3. N.O.R. 182
Teacher to act as consultant (to include Special Educational Needs)
(will be taught 0.6 of time) to form a team committed to providing a stable yet stimulating environment for all pupils, some whom have special educational difficulties.
Further details (if available please) headteacher.
Closing Date 21st April 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (06976) 110020

HAMPSHIRE
GREENFIELDS COUNTY JUNIOR SCHOOL
Greenfields Drive, Basingstoke, Hants.
Group 4 School
N.O.R. 189
Required for September 1987
Teacher responsible for Assistant Headteacher. Scale Post.
Closing date 8th May 1987.
We pursue a policy of equality of opportunity.
Applications particularly welcome from people with disabilities.
Letter of application w/ closing c.v. direct to school. (09511) 110020

HAMPSHIRE
SOUTH EAST HANTS AREA
WARREN PARK FIRST AND MIDDLE SCHOOL
Sandeford Road, Havant, Hants.
Tel: Havant 475502
Headteacher: Mr G. Berks
Required September 1987 experienced and enthusiastic teacher to act as First School Co-ordinator (Scale 3).
Closing date: 27th April 1987.
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Applications particularly welcome from people with disabilities.
Please apply to the Headteacher, enclosing s.a.e. for further details and application form. (09944) 110020

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LONDON BOROUGH OF HAVERING
CLOCKHOUSE JUNIOR SCHOOL
Clockhouse Lane, Collier Row, Romford RM5 3QB
Tel: Romford 41896
Headteacher: P.J. Whitehead (roll 305)
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Havering Road, North Romford RM1 4TS
Tel: Romford 45011
Headteacher: R. Hadley
(Roll 310)
(1) Required for September 1987 an enthusiastic teacher Scale 2 (teacher) to assume responsibility for Art and Craft throughout the school. Informal visits to the school would be welcomed.
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UPMINSTER JUNIOR SCHOOL
St. Mary's Lane, Upminster RM14 3BS
Tel: Upminster 20453
Headteacher: E.H. King
(roll 417)
Required for September 1987 a suitably experienced and imaginative teacher. Scale 2, responsible for a year group. An interest in Science or Mathematics desirable. Previous applicants will automatically be re-considered.
Closing date for the above four posts 27th April 1987.

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Farm Road, Rainham RM13 9JS
Tel: Rainham 55037
Headteacher: C. Puttick
(roll 253)
(1) Required for September 1987, Scale 2 Teacher. The successful candidate should have an interest (though not necessarily experience) in developing his/her own expertise in Mathematics and sharing enthusiasm with a lively staff. Visits to the school are welcomed.
(2) Required for September 1987, Scale 2 Teacher to be responsible for P.E. and Games Education. The successful candidate will be expected to work closely with other members of staff in continuing the development of P.E. and Health Education throughout the school. An interest in games would be an advantage. Visits to the school are welcomed.
Closing date: 1st May, 1987
Application forms for the above six posts are available (sae please) from the Director of Educational Services (Staffing DPT), Mercury House, Mercury Gardens, Romford RM1 3DR. (09606) 110020

REDBRIDGE
WELLS PRIMARY SCHOOL
Barcing Oval, Woodford Green, Essex IG8 0PP
Tel: 01-504 5937
Head: Mrs B. Taylor, B.Comm., Dip.Ed.
Required for September 1987: an experienced infants' class teacher for this one form entry primary school. The person appointed will be responsible for co-ordinating the curriculum in the lower school and will have specific responsibility for one particular area of the curriculum.
The post is on Scale 3 with Outer London Allowance: assistance with limit loan for house purchase and resettlement expenses where appropriate is given in approved cases.
Further details and application forms are available from the Head, to whom the completed forms should be returned to by 1 May 1987. (09934) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
CHASE BRIDGE JUNIOR SCHOOL
Kneller Road, Twickenham TW2 7DE
Tel: 01-892 8002
SCALE 2 TEACHER Plus £795 Outer London Allowance
Required for September 1987, a Scale 2 class teacher with responsibility to develop art and craft curriculum throughout the school. An additional interest in drama would be preferred.
Visits to the school are welcome by appointment with the Headteacher.
Forms and further details (foolscap s.a.e.) from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 27th April 1987. (09649) 110020

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ETHNIC MINORITIES SUPPORT SERVICE
Teachers of ESL.
Please see advertisement under E.S.L. Section. (08536) 110020

SURREY
EDUCATION COMMITTEE
KINGFIELD COUNTY FIRST SCHOOL
Kingfield Road, Woking
ENTHUSIASTIC SCALE 2 teacher required with active interest in and responsibility for Science and Computer development in this newly formed semi open plan first school. Required from September 1987.
Application form from the North West Area Education Office, Victoria Road, Woking GU22 7EU (s.a.e. please). Closing date 24th April 1987. (09053) 110020

WEST SUSSEX
ESTCOTS C.P. SCHOOL
Burgess Hill Place Avenue, East Grinstead, Sussex
Scale 3 Teacher required for September, 1987. Please state curriculum strengths. Vacancy has arisen due to promotion.
Apply to Area Education Office, Goffs Park House, Horsham Road, Crawley, Sx. on receipt of s.a.e. (09540) 110020

WEST SUSSEX
TEACHER SCALE 2
NODDLES C. JUNIOR SCHOOL
Horsham
Required September 1987 a generalist teacher Scale 2 for lower juniors, with an interest in curriculum development.
Apply Headteacher, Northlands Road, Leith Wood Road, Horsham, West Sussex RH12 4ET (s.a.e. please). (08730) 110020

WILTSHIRE
Please see display advertisement on Page 37. (08406) 110020

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ST JOSEPH'S R.C. PRIMARY SCHOOL
The Broadway, Barking, Essex (Roll 214)
Required for September 1987:
Assistant teacher (temporary) to cover maternity leave of absence. There is close co-operation between school and home and the school offers a wide range of extra-curricular activities. The school has the additional benefits of being extremely well equipped, recently redecorated throughout and within minutes walking distance of Barking's British Rail and Underground stations. Informal visits most welcome (Tel: 01-594 4020). Scale 1 plus £1,215 per annum Inner London Allowance.
Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 24th April 1987.
An equal opportunity employer. (09773) 110022

AVON COUNTY
FOUR ACRES PRIMARY SCHOOL
Four Acres, Withywood, Bristol
Required immediately, a caring and enthusiastic Nursery trained teacher. To join a hardworking happy team in full time plus current nursery class.
Applicants must be prepared to liaise closely with primary staff and parents. Please state educational philosophy and curriculum interests. A knowledge of bilingual approach useful. Visits most welcome.
Letters of application to the Headteacher, enclosing giving full c.v. and names of two referees, as soon as poss.
Avon as an Equal Opportunities employer considers applicants on their suitability for a post regardless of sex, race, disability or sexual orientation.
Bristol Music Centre, 6 Iddesleigh Road, Redland, Bristol BS6 7YJ. Please use Secondary Education, Music, Scale 1. (08500) 110022

AVON COUNTY
PRIMARY TEACHER
Resourceful and experienced - sought by Bristol parents for exciting and innovative project starting Sept. 87.
Send SAE for details P.L.A., 4a Henleaze Rd., Bristol BS9 4EX. (06794) 110022

AVON COUNTY
PRIMARY TEACHER
Resourceful and experienced - sought by Bristol parents for exciting and innovative project starting Sept. 87.
Send SAE for details P.L.A., 4a Henleaze Rd., Bristol BS9 4EX. (06794) 110022

WEST SUSSEX
ESTCOTS C.P. SCHOOL
Burgess Hill Place Avenue, East Grinstead, Sussex
Scale 3 Teacher required for September, 1987. Please state curriculum strengths. Vacancy has arisen due to promotion.
Apply to Area Education Office, Goffs Park House, Horsham Road, Crawley, Sx. on receipt of s.a.e. (09540) 110020

WEST SUSSEX
TEACHER SCALE 2
NODDLES C. JUNIOR SCHOOL
Horsham
Required September 1987 a generalist teacher Scale 2 for lower juniors, with an interest in curriculum development.
Apply Headteacher, Northlands Road, Leith Wood Road, Horsham, West Sussex RH12 4ET (s.a.e. please). (08730) 110020

WILTSHIRE
Please see display advertisement on Page 37. (08406) 110020

BIRMINGHAM
Infant teachers required.
SCHOOL
Sandwell Education Department
Proprietory schools.
(08113) 110022

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES REA
RIVERSIDE COUNTY FIRST SCHOOL
Thames Drive, Newport Pagnell MK16 9EH
Required as soon as possible a Scale 1 teacher to act as a member of the Area team of teachers for "travellers" children. The successful applicant will be based at Riverside (Travellers' Unit, but will also be required to work with travellers' children in the Milton Keynes area.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details available from the Headteacher on receipt of an A5 stamped addressed envelope. (05519) 110020

PRIMARY POSTS

London Borough of Newham has reorganised from 1st September 1987 the following 3 schools. In light of this reorganisation the following posts will be available from September.

SALISBURY PRIMARY SCHOOL
Romford Road, London E12 5AF
Head Teacher: Mrs N.R. Taylor
Estimated Number on Roll: September 1987 275 + 30 place Nursery.

Mathematics Co-ordinator
Scale 3
An enthusiastic and experienced infant or junior teacher required to give a lead in co-ordination and developing the mathematics programme throughout the age range in this newly amalgamated Junior and Infant School. Computer competence would be an advantage.

Language/Literacy Co-ordinator
Scale 3
An experienced and enthusiastic infant or junior teacher required to give a lead in co-ordinating and developing the language/literacy programme throughout the age range.

TOLLGATE JMI SCHOOL
Barclay Road, London E13 8BA
Head Teacher-designate: Mrs B.M. Fassbind
Estimated Number on Roll: September 1987 272 + 60 part-time Nursery.

Art and Display
Scale 2
An enthusiastic and imaginative teacher to co-ordinate art and display throughout the entire school. An interest in involving parents would be appreciated.

Language
Scale 3
An experienced and enthusiastic teacher with leadership qualities to co-ordinate and take responsibility for the development of the language curriculum throughout the entire school. Must be willing to work as a member of a team. An interest in parental involvement is essential.

Mathematics
Scale 3
An experienced teacher of mathematics to co-ordinate and take responsibility for the development of mathematics throughout the school. A willingness to work as a member of a team is essential.

Physical Education
Scale 3
An experienced teacher to organise Physical Education and Games throughout the school.

WINDSOR PRIMARY SCHOOL
East Ham Manor Way, London E6 4NA
Head Teacher Miss L.E. Wells
Estimated Number on Roll: September 1987 230 + 60 part-time Nursery.

Science and Technology
Scale 3
An enthusiastic and experienced teacher to take responsibility for the development of Science and to promote and develop the use of computer aided learning throughout the school.

Environmental Studies
Scale 3
An enthusiastic and experienced teacher with the ability to lead curriculum development in Environmental Studies. The successful candidate will need to display a commitment to a practical and investigational approach.

An interest in promoting and co-ordinating extra curricular activities is expected.

LONDON ALLOWANCE £1,215

Application forms/further particulars (s.a.e. please) are available from the Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD to whom they should be returned by 29th April 1987.

AN EQUAL OPPORTUNITY AUTHORITY (14400)

LONDON BOROUGH OF NEWHAM

VACANCIES IN FIRST SCHOOLS

There will be vacancies in several First Schools, age-range 4-8 years in this County from 1st September 1987.

Applications are invited both from experienced teachers and from newly qualified teachers seeking their first appointment.

Forms of application may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich, NR1 2DL.

Norfolk County Council

Haringey

QUALIFIED PRIMARY TEACHERS

"Come and Supply Teach for Us"

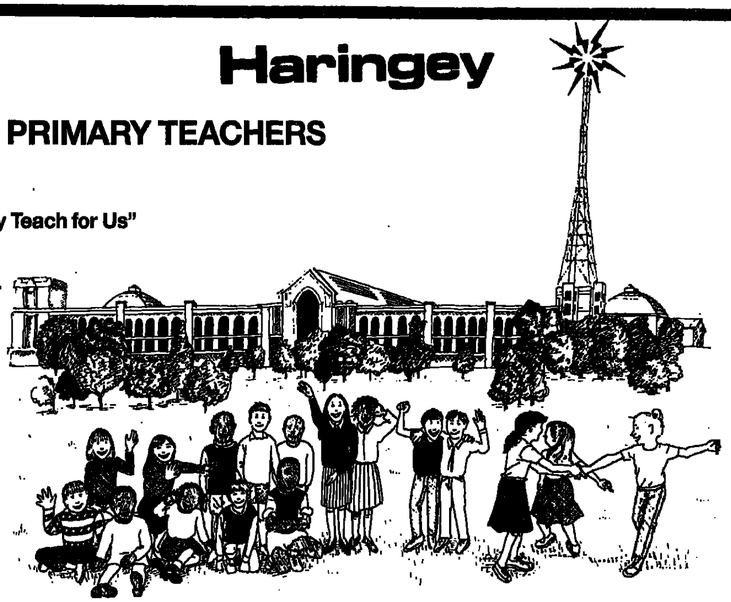
Rates of pay £39.65 - £61.28 per day. Paid weekly

Short or longterm placements

Work from one to five days per week

Limited help with accommodation

Early interview, fast placement



Developing programme of in-service training for supply teachers

Placements in easy reach of Victoria, Piccadilly and Northern Line tube stations

We welcome applications from retired teachers and those with childcare responsibilities

WE WELCOME APPLICATIONS FROM ALL QUALIFIED TEACHERS — AND HAVE OPENINGS AT SECONDARY LEVEL AS WELL.

Ring 01 881 3000 Ext. 3147 for an application form or write to Room 111, 48 Station Road, LONDON N22. Quote Ref: T/S. SP1.

Haringey is an Equal Opportunities Employer. We wish Haringey's teaching force to reflect society's rich diversity — come and join us.

(13465)

PRIMARY EDUCATION
continued

BEDFORDSHIRE
EDUCATION
WHITELEIGH INFANT SCHOOL
Stockholm Way, Luton, Beds LU4 9NQ
Required for April 1987, temporary for one term, a teacher with experience/interest in multi-cultural education. Scale 1.
Application forms available from and returnable to the Headmistress S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(09715) 110022

DORSET
LYTCHETT MATRAVERS C.P. SCHOOL
Lytchett Matravers, Poole (age range 5-11)
Required September 1987, an enthusiastic teacher for early years. Scale 1.
Application forms and further details from the Headmaster on receipt of s.a.e.
(09661) 110024

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
HUNTINGDON AREA
FENSTANTON COUNTY PRIMARY SCHOOL
School Lane, Fenstanton, Huntingdon, Cambs. PE18 9JH
Required for September 1987 enthusiastic teacher, Scale 1 for Infant or Lower Junior class. Applicants are welcome to visit the school.
Please ring for an appointment St. Ives 62475.
Application forms and further details from the Head Teacher SAE please.
Closing date 30th April.
(08748) 110022

DORSET
AD ASTRA FIRST SCHOOL
Sherborne Crescent, Canford Heath, Poole BH17 8AY (age range 5-8)
Required September 1987, First School Teachers (3 Posts) to work in a team teaching situation (Scale 1).
Application forms and further details from the Headmistress on receipt of s.a.e. Closing date 24th April 1987.
(09683) 110022

DORSET
GILLINGHAM COUNTY PRIMARY SCHOOL
School Road, Gillingham, Dorset
TWO TEACHERS (Scale 1) required for Lower Juniors from September. One to be permanent, one to be full-time temporary for one year.
Successful candidates will be given the opportunity to take responsibility for specialist areas of the curriculum with classes other than their own. State curricular strengths.
Application forms, returnable to the Headmaster by May, from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap SAE). (04024) 110022

DORSET
CANFORD HEATH FIRST SCHOOL
Leacroft Road, Canford Heath, Poole BH17 7PJ
(4-8 age range)
Required September 1987, General Purposes teacher (Scale 1). Ability to offer Music an advantage.
Applications and further details from the Headmistress on receipt of s.a.e. Closing date 24th April 1987.
(09695) 110022

DORSET
MANOR PARK CE (CONTROLLED) FIRST SCHOOL
Mudeford Avenue, Dorchester (Hall 266)
TWO TEACHERS (Scale 1) required from September.
One to teach 5-7 year olds - experience of teaching this age range essential.
One to teach 7-9 year olds - ability to take Music essential and ability to assist with Games an advantage. Applications from newly trained teachers would be welcome for this post.
Application forms, returnable to the Headmistress by 27 April, from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap SAE). (04024) 110022

EALING
LONDON BOROUGH EDUCATION SERVICE
HAMBROUGH FIRST & MIDDLE SCHOOL
South Road, Southall, Middx. UB1 1SF
An Enthusiastic, experienced teacher required for Lower School to work within 1st/2nd year team in the first instance.
An ability to speak Punjabi, Gujerati, and Urdu would be an advantage.
A commitment to equality and multicultural education essential.
Scale 1 plus £1,215 London Weighting.
Application forms (SAE) from Head to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (09806) 110022

EALING
LONDON BOROUGH OF ENFIELD
ENFIELD MUSIC SCHOOL
Teacher of Brass Instruments - Scale 1
For further information see under Secondary Appointments Music Scale 1 post.
(09555) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. PAUL'S C. OF E. PRIMARY SCHOOL
Ringwood Way, London N21 2RA
Tel: 01-360 3137
Roll 325
Required September 1987, teacher, Scale 1 for either INFANT or JUNIOR class in this modern, well-established Primary School, situated in a very pleasant London suburban area.
Applications from teachers seeking First Appointments would be welcomed. Preliminary visits can be arranged by telephoning the School Secretary during school hours.
London Allowance, £795.
Application forms (large S.A.E.) obtainable from Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned to: Clerk to the Governors at the School. Closing date 1st May 1987.
An Equal Opportunity Employer. (09176) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. PAUL'S C. OF E. PRIMARY SCHOOL
Ringwood Way, London N21 2RA
Tel: 01-360 3137
Required September 1987, teacher, Scale 1 for either INFANT or JUNIOR class in this modern, well-established Primary School, situated in a very pleasant London suburban area.
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CLASS OF 87?

Haringey

PRIMARY TEACHERS

We will have a variety of Nursery/Infant and Junior Scale 1 Appointments in September for newly qualified teachers.

We offer you:

- *Salary payment from the 1st July 1987 (worth £1300)*
- *A secure start to your career in a progressive and supportive Authority*
- *Planned induction courses and extensive in-service training*
- *Among the best pupil-teacher ratios in the country*
- *Visits to schools to ensure you start your career in the one that's right for you*
- *Possible assistance with accommodation*
- *Full inner London Allowance*

For application form and further information please contact Haringey Education Service, 48 Station Road, Wood Green, London N22 4TY. Tel. 01-881-3000 ext. 3147.

Haringey is an equal opportunity employer. We wish Haringey teaching staff to reflect the rich diversity of the local community.

(14333).

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD MUSIC SCHOOL
Teacher of Brass Instruments - Scale 1
For further information see under Secondary Appointments Music Scale 1 post.
(09555) 110022

ESSEX
CHANBROOK COLLEGE
Ilford
Qualified teacher for small class of 6-year-old boys.
Please see advertisement under 'Preparatory Schools (Other than by Subject Classification). (09700) 110022

HERTFORDSHIRE
LODGE FARM INFANT SCHOOL
Mobbatury Way, Stevenage, Herts.
Tel: Stevenage 353340
Head: Mrs B Docherty
Required for September 1987, Scale 1 teacher for reception class, committed to an integrated approach to children learning through first hand experience.
Applications from probationary teachers are also welcomed.
Further details and application forms (large S.A.E. please). (08693) 110022

HERTFORDSHIRE
BROCKSWOOD J.M.I. SCHOOL
Stanley Road, Hemel Hempstead
Head: Mrs. M.A. Garrard
Required for September 1987, Scale 1 teacher for Top Infants initially with an interest in co-operative teaching. Visits to the school are welcome.
Apply by letter to The Head Teacher giving curriculum vitae and names and addresses of two referees by 17th April.
(08953) 110022

EALING
LONDON BOROUGH EDUCATION SERVICE
JOHN PERRYN COMBINED FIRST & MIDDLE SCHOOL
Long Drive, Acton W3 7HJ
A Scale 1 teacher required from Easter 1987 or as soon as possible thereafter to work initially with the lower age range of this combined school.
NORTH EALING FIRST & MIDDLE SCHOOL
Pitshanger Lane, Ealing W5
Required for April 1987 Support Teacher through both departments of the school with some specialisation in girls' games and art and craft in the Middle Department. (Scale 1).
WOLF FIELDS FIRST SCHOOL
Norwood Road, Norwood Green, Southall, Middx.
Scale 1 teacher required for September or earlier if possible initially for a reception class. Wolf Fields is a semi open-plan school with a multicultural approach to the curriculum.
£1,215 London Weighting per annum for above posts.
For full application forms (SAE) to be returned by 21st April.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (09806) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD MUSIC SCHOOL
Teacher of Brass Instruments - Scale 1
For further information see under Secondary Appointments Music Scale 1 post.
(09555) 110022

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Applications from probationary teachers are also welcomed.
Further details and application forms (large S.A.E. please). (08693) 110022

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Apply by letter to The Head Teacher giving curriculum vitae and names and addresses of two referees by 17th April.
(08953) 110022

ESSEX
AREA EDUCATION OFFICER
The Knares, Basildon SS16 5RX
Tel: 0268 44022, Ext. 220
PRIMARY SCHOOL TEACHERS FOR THE SOUTH WEST ESSEX AREA
Scale 1 (£2882 p.a.)
Are you a lively Authority, sense of purpose and direction? There are a number of vacancies for Infant teachers for schools in Aveley, Billericay, Basildon, Grays, Purfleet, Stanford-le-Hope and West Thurrock. Good opportunities for promotion.
Telephone or write to: West Area Education Officer immediately for further details.
ST. JOSEPH THE WORKER R.C. PRIMARY SCHOOL
Highview Crescent, Hutton, Brentwood CM13 1RJ
Tel: Brentwood 227382 (Roll 157)
TEACHER Scale 1
Required September 1987, preferably primary trained. Please state areas of special interest. Visits to the school welcome.
Further details and application forms are available from the Headteacher (s.a.e. please).
ST. LEONARD'S C.E.(A) JUNIOR SCHOOL
Burnham Road, Southminster CM0 7ES
Tel: Maldon (0621) 772734 (RGH 190)
TEACHER Scale 1
Required September 1987, enthusiastic, experienced teacher with commitment approach to modern classroom practice (music or both an advantage).
Closing date: 8th May 1987.
Application forms and further details from the Headteacher (foolscap s.a.e. please). (087651) 110022

HERTFORDSHIRE
CUNNINGHAM HILL INFANTS SCHOOL
Cell Barnes Lane, St. Albans, Herts. AL1 5QJ
Head: Miss H. Moore
Group 3
Required for September 1987 a highly motivated and effective Infant teacher dedicated and committed to an integrated day: close liaison with students/parents; a high standard of display. Expertise in Science, Drama an advantage. Visits welcomed (Tel: 0727 57324).
Application forms and further details from Headteacher Miss Hilary Moore. S.a.e. please. (08956) 110022

HERTFORDSHIRE
HAZELGROVE J.M.I. SCHOOL
Hazel Grove, Hatfield AL9 5DX
Required for September 1987, an enthusiastic and innovative teacher, Scale 1, Juniors.
Fringe allowance of £1 p.a. payable.
Generous removal expenses including mortgage subsidy in approved cases.
(08949) 110022

PRIMARY EDUCATION
continued

HERTFORDSHIRE
LONGMEADOW JUNIOR SCHOOL
Oaks Cross, Stevenage, Herts. SG2 8LY
Tel: Stevenage 351087
Required: Mr T.V. Lonsdale
Remove Scale 1 for upper or lower juniors in school with lower, expanding role. Please apply stating strengths but a state curriculum strengths but a particular interest in games and/or music or drama desirable.
Letters of application together with full C.V. and addresses of two referees to the Headmaster as soon as possible (30th April deadline).
S.a.e. please.
School encouraged. Visits welcome. (08998) 110022

HERTFORDSHIRE
FORRES COUNTY PRIMARY SCHOOL
Maddison
Infant/Junior teacher required for September for this expanding two form entry primary school. Candidates should show enthusiasm and skill in most curriculum areas. An interest in one or more of the following would be an advantage: music, drama, computers (each class has its own BBC model), P.E. Within easy reach of London (fringe allowance is payable).
Letters of application to the Headmaster as soon as possible giving names of 2 referees and s.a.e. for reply.
Applications from 1st September welcomed.
The County Council operates a generous recruitment incentive scheme. (08734) 110022

HERTFORDSHIRE
SACRED HEART RC JMI SCHOOL
Broadmoads, Ware
Tel: Ware 61678
Experienced infant teacher required for September 1987. Practising Roman Catholic essential. Music an advantage.
Application forms from the Head, returnable by Wednesday 22 April to the Chairman of Governors at the School.
The County Council operates an attractive recruitment incentive scheme. (09752) 110022

HERTFORDSHIRE
GASCOYN CECIL JM SCHOOL
Birchwood Avenue, Hatfield
Required for September 1987 a full time teacher scale 1, for a Junior class, to work as part of a team and be willing to take part in all aspects of school life. Fringe allowance of £309 p.a. payable. Generous removal expenses, including mortgage subsidy, in approved cases.
Application forms available from the Head at the School (s.a.e. please). (09751) 110022

HERTFORDSHIRE
RICHARD WHITTINGTON JM SCHOOL
Thorubera Gardens, Bishop's Stortford, Herts.
Required for September 1987 an enthusiastic and flexible Infant or Junior teacher Scale 1 to share a team-teaching unit in this rapidly expanding 2 form school. Specialism in P.E. or music would be an advantage.
Please send letter of application with full curriculum vitae, stating age group for which trained, together with the names, addresses and daytime telephone numbers of two referees, to reach the Head by Wednesday, 6th May. Application forms and further details are available from the school on receipt of a s.a.e. Visits welcome before 1st May.
The County Council operates an attractive recruitment incentive scheme. (09758) 110022

HERTFORDSHIRE
FIRST DRIVE JUNIOR SCHOOL
Hurst Drive, Waltham Cross, Herts. EN8 8DH
Tel: Waltham Cross 24099
(No. 353)
Head: Mr H. Hallworth
Required for September 1987, a full time teacher Scale 1 for Upper Juniors.
Application forms and further details available from the Head. (s.a.e. please).
The County Council operates an attractive recruitment incentive scheme. (09759) 110022

HERTFORDSHIRE
NORTON ST. NICHOLAS
Norton Road, Letchworth, Herts. SG6 1AG
Tel: Letchworth (0462) 684205
Head: Mrs J. Iredale
Required for September 1987 an enthusiastic teacher for a vertically grouped Reception/Middle Infant Class with a willingness to be actively involved in the life of the school as a whole. An interest in a curriculum area would be an advantage. The person appointed will liaise closely with the teacher of the parallel class. Visits to the school are welcome.
Applications in writing to the Headteacher giving the names and addresses of two referees and enclose c.v. (s.a.e. please). (097671) 110022

HERTFORDSHIRE
ICKNIELD WALK FIRST SCHOOL
Tolpits Drive, Royston, Herts. SG8 7EZ
Tel: Royston (0763) 43392
Head: Mr J.A. McGrellis
Required for September 1987 a full time CLASS TEACHER with Infant or Lower Junior experience. Candidates should be enthusiastic and be prepared to participate in the life of the school.
Application form and further details are available from the Headteacher. (s.a.e. please).
Visits prior to application are welcome. (097641 110022

HERTFORDSHIRE
SHEREDES J.M.I. SCHOOL
Bonford Road, Hoddesdon, Herts. EN11 8JL
Tel: 0992 465134
Head: Mr. T.H. Cuppack
Required for September 1987, a lively experienced Infants teacher, full-time, Scale 1, for this recently amalgamated Junior and Infants school.
Applicants should be able to make a significant contribution to curriculum development: music teaching/instrument playing ability would be an advantage.
Apply in writing (no forms) giving CV to the Head with full C.V. and names and addresses of two referees who will be contacted. S.A.E. please.
The County Council operates an attractive recruitment incentive scheme. (09753) 110022

HERTFORDSHIRE
FAIRFIELDS J.M.I. SCHOOL
Fairfields, Hay Lane, Cheshunt, Herts. EN7 6JG
(Head: Mr. M.G. Tuck)
(No. 317)
Required for September 1987 a Scale 1, full time teacher prepared to teach in an Infant or Lower Junior class and make a contribution to this active and caring school.
Generous removal expenses and mortgage payments in approved cases.
Please apply to the Head, with full particulars and names and addresses of two referees (s.a.e.).
Visits welcomed. (09757) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYGTON INFANT SCHOOL
Wygton Avenue, Leicester LE4 7HJ
SCALE 1
Please see block advertisement for Leicestershire County Council. (087751) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HERRICK INFANT SCHOOL
Lockerbie Avenue, Leicester LE4 7HJ
SCALE 1/2
Please see block advertisement for Leicestershire County Council. (087751) 110022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LEIGH MERIDGE JUNIOR SCHOOL
Beaumont Close, Leicester LE5 3DL
SCALE 1
Please see block advertisement for Leicestershire County Council. (087751) 110022

WEST SUSSEX
TEACHER SCALE 1
CUCKFIELD C.E. (AIDED) SCHOOL
Required for September 1987, a Scale 1 Infant Teacher for reception class. The Governors will be looking for a committed Christian in sympathy with the aims of a Church School.
Form and details from Acting Headteacher, Cuckfield C.E. (Aided) School, Church Street, Cuckfield, Haywards Heath, West Sussex RH17 5JZ. (08541) 110022

LONDON
Please see main display ad under Independent Section. (08090) 110022

SOMERSET
COUNTY COUNCIL
LYNGFORD PARK COUNTY PRIMARY SCHOOL
Taunton
(NOR 240)
For September 1987, TWO TEACHERS, Scale 1, one for Infants and one for Juniors. Ability to offer an interest and expertise in a major curriculum area an advantage. Teachers with commitment to parental involvement are sought. Candidates seeking a first teaching post will be considered.
Application form and further details (addressed envelope) from the Head at the school.
Closing date 20th April 1987.
An Equal Opportunities Employer. (09548) 110022

SUTTON
LONDON BOROUGH OF SUTTON
ST CECILIA'S RC PRIMARY SCHOOL
London Road, North Cheam SM3 9DL
TEACHER SCALE 1/2
For 1st September 1987 to do remedial work in the mornings and take classes in the afternoons, scale 2 post available for an experienced applicant who is a competent pianist and can take responsibility for music in the school. Catholic preferred.
Application form available from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.
Closing Date: 24th March 1987. (09932) 110022

WEST SUSSEX
NORTH EASTERN AREA EDUCATION
SCALE 1 PERIPATETIC LITERACY TUTOR
Required September 1987, either one full time or two part time (5/10ths) peripatetic literacy tutors for children of primary school age to work in the Crawley/Cuckfield Crescent area of West Sussex.
Applicants should be qualified, experienced primary teachers with particular strengths in the teaching of literacy skills.
Form and details from Area Education Officer, Goff's Park House, Old Horsham Road, Crawley RH11 8PB on receipt of s.a.e.
Closing date 27th April 1987. (09503) 110022

WILTSHIRE
Please see display advertisement on Page 31. (08407) 110022

Rewarding Opportunities in Education

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Haringey

Tiverton J.M. & I School
Pulford Road
London N15 6SP
Tel: 01-800 3779

CURRICULUM CO-ORDINATOR SCALE 1

Applications are invited from newly qualified teachers to take responsibility for an Infant class.

CURRICULUM CO-ORDINATOR SCALE 2

Applications are invited from experienced primary teachers for a Scale 2 post in the infant department to take responsibility for a top Infant class.

The candidates appointed for these posts will join a team of teachers committed to the Borough's anti-racist, anti-sexist and equal opportunities policies.

Further information and job description can be obtained from the Head Teacher. Visits to the school are welcomed.

Closing Date: 24 April 1987.

Applications are invited for the above vacancies. Application forms and further details may be obtained (s.a.e. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should bereturned to this address.

London Allowance £1215 payable. Removal Expenses — 100% in approved cases for permanent posts.

(14335)

teacher

KIDS IN LONDON CAN'T GET ENOUGH OF YOU

Your ability is in demand in Inner London – we need to recruit PERMANENT, TEMPORARY & SUPPLY TEACHERS for PRIMARY, NURSERY & SPECIAL SCHOOLS throughout the ILEA area.

Children at ILEA schools come from all sections of London's diverse multi-racial community, they are keen to learn and need your teaching skills, energy and experience.

The ILEA is unique in being the Country's only single purpose education authority. Its one aim to provide the best in education for those who represent London's future. Join us and build yourself a totally absorbing and rewarding career in this exciting environment.

Additionally we offer.

- *Commitment to promoting equality of opportunity in education*
- *Pupil teacher ratios among the best in the country*
- *Half-day a week induction training for probationers and a high level of in-service training provision thereafter*
- *With some 600 schools, opportunities to broaden experience and enhance career prospects*
- *Excellent support staff and professional back-up, plus a range of central specialist resources*
- *Inner London allowance of £1,215 plus in many cases Social Priority Allowance of £2017/£276 p.a. in addition to Burnham salary*
- *All full-time posts (except probationers) are open to job share, please ask for further details.*

Applications will be welcomed from experienced or recently qualified teachers.

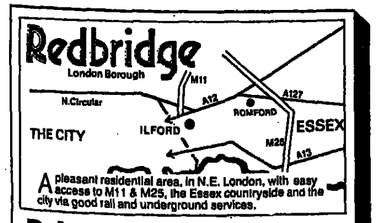
Further information and application forms are available from: ILEA, PER/PS9a, Room 57, The County Hall, London SE1 7PB, or telephone 01-633 3051 (24 hour answerphone service). Alternatively, if you are keen to work in a specific geographical area, please telephone the Teaching Staff Section for the appropriate ILEA Division:

HAMMERSMITH & KENSINGTON	01-993 2988
CAMDEN & WESTMINSTER	01-486 0190
ISLINGTON	01-609 7772
HACKNEY	01-986 3177
CITY & TOWER HAMLETS	01-790 1258
GREENWICH	01-855 6161
LEWISHAM	01-690 4893
SOUTHWARK	01-703 0988
LAMBETH	01-274 5285
WANDSWORTH	01-874 7292

ilea *Working in Education*

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER



A pleasant residential area, in N.E. London, with easy access to M11 & M25, the Essex countryside and the city via good rail and underground services.

Primary Teachers

Scale 1: Required for September 1987

Applications are invited from enthusiastic teachers, newly qualified or experienced who are seeking the opportunity to work for a lively and caring authority, and to play an active part in the service it provides.

The London Borough of Redbridge is situated to the north east of Central London. It is conveniently located for the City and West End of London and is within accessible distance of the Essex countryside and coast. The schools are well maintained and well equipped. There is a flourishing Teachers' Centre and the Authority pays special attention to the in-service training of Teachers.

Application forms obtainable from and returnable (as soon as possible) to the Director of Educational Services, 256/258 High Road, Ilford, Essex IG1 1NN (Tel No. 01 478 3020 Extension 3135).

(14353)

PRIMARY UNATTACHED

Teaching Service (Scale 1–3)

Unattached teachers support Newham's primary schools by ensuring that vacant posts can be temporarily filled by staff able to work effectively with pupils in a variety of situations.

In order to provide a high quality of professional support to our primary schools, we are ready to offer good salaries to Unattached Teachers. Scale 3 posts are now available, while all posts attract London Allowance of £1,215, and many also Social Priority Allowance.

Professional prospects are excellent for Unattached Teachers, many of whom have moved on to top school posts after the varied experience they have gained.

Service in this multi-ethnic borough, which is building new primary schools in the developing London Docklands, provides exciting professional opportunities. Some highlights of our provision include our new In-Service Centre and our Outdoor Education Centre near the River Blackwater.

Nursery places are considered for the children of primary teachers (wherever you live) and there are job-sharing opportunities.

If you believe you could respond to the challenge of working for Newham as a Primary Unattached Teacher, write to me now (s.a.e.) for an application form and further details:

Andrew Lockhart, MA,
Director of Education,
Education Offices,
379/383 High Street,
Stratford,
London E15 4RD.

LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority

Remedial and Special Needs Teaching Posts

Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. STEPHEN'S INFANTS SCHOOL
Whitfield Road, London E6 1AN
Head Teacher: Mrs J Johnson
Number on roll: 322
SPECIAL NEEDS AND LEARNING
Scale A
Required: September 1987.
A caring and enthusiastic class teacher required to lead Special Needs. The post will involve advising and consulting with class teachers over children with Special Learning difficulties.
The successful applicant would be required to further and continue already established links with parents, the community and the neighbouring schools.
London Allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 21.4.87.
Education Offices, 379/383 High Street, Stratford E15 4RG.
An Equal Opportunity Authority. (08566) 110118

Scale 2 Posts and above

EAST SUSSEX
WHITEHAWK JUNIOR SCHOOL
Whitehawk Road, Brighton BN2 5JL
Roll 300
From September, an experienced teacher (special needs) Scale 2 EPA to take responsibility for co-ordination of lower schools special needs provision in liaison with the infant school.
Relocation grants in approved cases.
Application forms (s.a.e. please) from the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by May 1st. (08572) 110120

LONDON NW3
Teacher of the Deaf Wanted for Primary School child, age 7 for Sept 87. Hours to be arranged.
Apply with full c.v.s to Mrs E. Rothschild, 121 West Heath Rd, London NW3 7TT. Tel: 01-435 8431. Enquiries during school holidays 01-202 7935. 111032

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

SHROPSHIRE
LANGLEY COUNTY JUNIOR SCHOOL
Off Alma Avenue, Dawley, Telford
SCALE 2 CO-ORDINATOR OF LEARNING SUPPORT
Required for September 1987 to teach pupils with a wide range of special educational needs and to support class teachers in their work with these pupils. The person appointed will be expected to co-ordinate a whole school approach for pupils who have special needs.
Application forms and further details from and returnable to the Head (SAE). Closing date 27 April 1987. (08659) 111030

BEDFORDSHIRE
EDUCATION
HENLOW MIDDLE SCHOOL
Church Road, Henlow, Bedfordshire SG16 6AN
Tel: Hitchin 813733
Required for September 1987 a Deputy Headteacher, Group 5.
Application forms and further details from the Headmaster, S.A.E. please.
Closing date: 8th May 1987.
An Equal Opportunities Employer. (09792) 130012

Scale 1 Posts

AVON COUNTY
NORTON MANOR SCHOOL
Norton, Lacock, Wiltshire
Please see Special Education - Scale 1. (08703) 111022

EALING
(LONDON BOROUGH)
Education Service
WALPOLE PARK MIDDLE SCHOOL
King George's Drive, Southall UB1 2PQ
DEPUTY HEAD (required for September 1987 (or earlier if possible)
Group 5 salary + £1,215 London Weighting. Relocation expenses payable subject to conditions.
Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 29th April 1987.
The London Borough of Ealing contains one of the largest Asian and Afro-Caribbean populations in the whole country and therefore it would be an advantage to have experience of work among those communities.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, disabilities and lesbians and gay men. (04036) 130011

Middle School Education

Deputy Headships

Second Masters/ Mistresses

Scale 2 Posts and above

EALING
LONDON BOROUGH OF EALING
EDUCATION SERVICE
OUR LADY OF THE VISITATION RC FIRST & MIDDLE SCHOOL
Greenford Road, Greenford UB6 9AN
Required for September 1987 a General Class Teacher Scale 2 to take responsibility for CDT in the Middle Department. Applicants must be committed Roman Catholic teachers.
£1,215 London Weighting.
Application forms (SAE) from Head to be returned to Chairman of Governors c/o the School by 21st April 1987. (09805) 123120

Scale 1 Posts

NORTHUMBERLAND
GALLOWHILL HALL BOARDING SCHOOL
TEACHER OF C.D.T. see our ad. in Special Education. (09677) 123122

Humanities

Scale 2 Posts and above

NORTHUMBERLAND
SEATON SLUICE MIDDLE SCHOOL
Alston Grove, Seaton Sluice, Whitley Bay. Tyne & Wear NE26 4JS
Scale 2 Post
Experienced teacher required with a background of Geography to work within a Humanities scheme. An interest in Boys Games and/or Drama could be helpful - Scale 2.
Application forms obtainable by forwarding a foolscap s.a.e. to the Headteacher at the address shown above to be returned within fourteen days of this advertisement. (09672) 123220

By Subject Classification

Craft, Design & Technology

Scale 2 Posts and above

EALING
LONDON BOROUGH OF EALING
EDUCATION SERVICE
OUR LADY OF THE VISITATION RC FIRST & MIDDLE SCHOOL
Greenford Road, Greenford UB6 9AN
Required for September 1987 a General Class Teacher Scale 2 to take responsibility for CDT in the Middle Department. Applicants must be committed Roman Catholic teachers.
£1,215 London Weighting.
Application forms (SAE) from Head to be returned to Chairman of Governors c/o the School by 21st April 1987. (09805) 123120

Scale 1 Posts

NORTHUMBERLAND
GALLOWHILL HALL BOARDING SCHOOL
TEACHER OF C.D.T. see our ad. in Special Education. (09677) 123122

Humanities

Scale 2 Posts and above

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Application forms obtainable by forwarding a foolscap s.a.e. to the Headteacher at the address shown above to be returned within fourteen days of this advertisement. (09672) 123220

Music

Scale 2 Posts and above

EALING
LONDON BOROUGH
EDUCATION SERVICE
OUR LADY OF THE VISITATION RC FIRST & MIDDLE SCHOOL
Greenford Road, Greenford UB6 9AN
Required for September 1987 a General Class Teacher Scale 2 to take responsibility for CDT in the Middle Department. Applicants must be committed Roman Catholic teachers.
£1,215 London Weighting.
Application forms (SAE) from Head to be returned to Chairman of Governors c/o the School by 21st April 1987. (09805) 123820

EALING
LONDON BOROUGH
EDUCATION SERVICE
MOLDING CE FIRST AND MIDDLE SCHOOL
Little Ealing Lane, Ealing W5 4EA
Required for September an enthusiastic capable teacher for a middle school class and to be responsible for Music. Practising Catholic preferred.
Scale 2 plus £1,215 London Weighting.
Application forms (SAE) obtainable from and return able to Reverend C. Talbot, Catholic Rectory, Carbourne Avenue W13, by 21st April 1987. (09983) 123820

Physical Education

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
CHALFONT ST. PETER C. OF E. (AIDED) MIDDLE SCHOOL
Penn Road, Chalfont St. Peter, Bucks. SL9 9SS
Tel: Gerrards Cross 883988
Required for September 1987, teacher with responsibility for Physical Education throughout the school in addition to one other area of the curriculum.
Application form and further details available from the Headteacher at the school.
Closing Date: 1.5.1987. (08586) 134218

Science

Scale 2 Posts and above

EALING
LONDON BOROUGH
Education Service
HAMBROUGH FIRST & MIDDLE SCHOOL
South Road, Southall, Middx. UB1 1SP
Required for September, an enthusiastic teacher to be responsible for Science/Technology. There is a well established tradition of problem solving, activity based learning. The applicant will be expected to act as consultant/adviser to colleagues.
A commitment to multicultural education and equality essential.
Scale 2 plus £1,215 London Weighting.
Application forms (SAE) from Head to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, disabilities and from lesbians and gay men. (09811) 134820

Other than by Subject Classification

Scale 2 Posts and above

EALING
LONDON BOROUGH
EDUCATION SERVICE
LADY MARGARET MIDDLE SCHOOL
Lady Margaret Road, Southall UB1 2BN
Scale 3 BILINGUAL TEACHER required for this multicultural, multi-lingual school, to take an important role in curriculum and community development.
The post will be part of the school's management team with responsibility for a Year Team and for advising staff on all aspects of multi-curriculum education.
Applications from experienced teachers with a knowledge of South Asian languages will be particularly welcome.
£1,215 London Weighting.
Application forms (SAE) from Head, to be returned by 21st April 1987.
Ealing's new council welcomes applications from all regardless of sex, race ethnic origin, responsibility for dependants, from people with disabilities, and from lesbians and gay men. (04036) 123630

THE TIMES EDUCATIONAL SUPPLEMENT 10.4.87 39

SECONDARY HEADSHIPS (continued)

HUMBERSIDE
EDUCATION COMMITTEE
Required for September, 1987. HEAD for Bridlington (V.C) School, Bessingby Road, Bridlington YO16 4QU.
Temporary Contract Summer Term 1987.
Enthusiastic teacher to work co-operatively with members of staff throughout the Middle School and beyond.
Visits welcome. (0376) 2479.
Scale 1 plus £1,215 annum London Weighting.
Application forms by return of a large s.a.e. upon receipt of a large stamped addressed envelope, from the Director of Education, (H.Q. Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned not later than Friday, 24th April, 1987. (09639) 130010

Deputy Headships

Second Masters/ Mistresses

AVON COUNTY
KINGSFIELD SCHOOL
Brook Road, Kingswood, Bristol BS15 4JT
Required from 1st September 1987, Deputy Head (Group 11), to take responsibility for Administration and have special responsibility for Girls' Welfare.
Applications from women especially welcome as they are under-represented at this level in the school.
Further details from and intime of application to the Headteacher (returnable by 24th April 1987) giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer welcomes applications from all regardless of age, race, sex, disability or sexual orientation. (09298) 130012

BEDFORDSHIRE
EDUCATION
SANDY UPPER SCHOOL
Stagsden Avenue, Sandy, Bedfordshire BG19 3HL
Tel: Sandy 80598
Required for September 1987, a second Master/Mistress Deputy Head group 12, with enthusiasm, commitment and vision to join senior management team.
Application forms and further details from the Headmaster, S.A.E. please.
Closing date: 30th April 1987.
An Equal Opportunities Employer. (09726) 130012

HERTFORDSHIRE
BRIDGEWATER SCHOOL
Bride Way, Barkhamsted, Herts. HP4 1ZE
Headmaster: Mr. C.S. Giles
Ref: ACI Required for September 1987 a Scale 1 teacher for General Subjects in the junior part of the school able to help with Junior Science.
Ref. ACS Required for September 1987 a Scale 1 teacher for General Subjects the junior part of the school able to help with Craft and Drama.
Ref. ACS Required for September 1987 a Scale 1 teacher for Humanities Environmental Studies and General Subjects in the senior part of the school.
Please apply directly to the Headmaster for an application form and further details enclosing a stamped addressed envelope. (09951) 130011

Secondary Education

Headships

HERTFORDSHIRE
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead GROUP 10
Applications are invited for the Headship of this five form entry all-ability school for September 1987, or the following January.
This is a thriving, popular school, with a growing sixth form. A recent building programme has given strong support to the revised curriculum. The school's fine site in the eastern part of Hertfordshire is in a pleasant residential area.
Forms and further particulars are available from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1HL to whom applications should be returned by 23rd April 1987. (09888) 130010

EALING
LONDON BOROUGH
EDUCATION SERVICE
ST. RAPHAEL'S R.C. FIRST AND MIDDLE SCHOOL
Hartfield Avenue, Northolt UB5 4NL
TEMPORARY CONTRACT
Middle School teacher required for summer term.
Scale 1 plus £1,215 per annum London Weighting.
Apply by letter with c.v. and names of 2 referees to the Head Teacher. (04019) 130011

EALING
LONDON BOROUGH
EDUCATION SERVICE
MOLDING CE FIRST AND MIDDLE SCHOOL
Little Ealing Lane, Ealing W5 4EA
Required for September an enthusiastic capable teacher for a middle school class and to be responsible for Music. Practising Catholic preferred.
Scale 2 plus £1,215 London Weighting.
Application forms (SAE) obtainable from and returnable to Reverend C. Talbot, Catholic Rectory, Carbourne Avenue W13, by 21st April 1987. (09983) 123820

JOHN PERRYN COMBINED FIRST & MIDDLE SCHOOL
London Drive, Acton W3 9TB
A Scale 1 teacher required from Easter 1988 for as soon possible thereafter to work initially in the Upper section of the combined school. Relevant experience in Preschool would be advantageous.
£1,215 London Weighting.

VIKING MIDDLE SCHOOL
Radcliffe Way, Northolt UB5 6RW
Enthusiastic classteacher required for Summer Term September for good teaching across the middle school age range.
Scale 1 plus £1,215 London Weighting.
For all above posts: application forms (SAE) from Head to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (09807) 123620

EALING
LONDON BOROUGH
EDUCATION SERVICE
ST. RAPHAEL'S R.C. FIRST AND MIDDLE SCHOOL
Hartfield Avenue, Northolt UB5 4NL
TEMPORARY CONTRACT
Middle School teacher required for summer term.
Scale 1 plus £1,215 per annum London Weighting.
Apply by letter with c.v. and names of 2 referees to the Head Teacher. (04019) 130011

BERKSHIRE
THE PRINCESS MARGARET ROYAL FREE SCHOOL
Downe Avenue, Hungerford N.O.R.: 330 (100 in 6th form)
Required September 1987, a Deputy Headteacher (Group 9).
Applications are invited from teachers with experience of leadership in pastoral care for this temporary one-year appointment during the secondment of the present post holder. The person appointed will join the senior management team and be involved with all aspects of the school but in particular responsibility for the pastoral care and guidance of children throughout the school. The school has a well established tutorial system as well as co-ordinate Personal and Social Education Programme within a Christian framework. This post will provide an opportunity for a committed teacher to develop a wide variety of management skills.
Further details and application form from the Headteacher.
Closing Date: 1st May 1987.
Berkshire has a scheme of relurbishment of lodging and removal expenses.
An Equal Opportunity Employer. (08599) 130012

BEXLEY
LONDON BOROUGH
RE-ADVERTISEMENT
CHISLEHURST & SIDCUP GRAMMAR SCHOOL
GROUP 12
DEPUTY HEAD TEACHER
Required for September 1987 or January 1988. The post affords an exceptional opportunity to contribute to the further development of a securely established school with an outstanding record in academic and extra-curricular success. There is a generous allowance for removal expenses: the school's proximity to London and motorways allows a wide choice of location and commuting.
Further information by telephone to the Headmaster (01-304 6511) and application forms and job description from the Chief Education Officer for Schools (T.3), Town Hall, Crayford, Kent DA1 4EN. Please enclose foolscap s.a.e. Previous applicants will be automatically reconsidered and need not re-apply. Closing date for applications 21st April. (09579) 130012

ESSEX
THORPE HALL SCHOOL
Deputy Head (Group 6) 4-16 years
See display advert under Independent Sector. (08803) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD HIGH SCHOOL (GIRLS)
Wattleton Road, Beaconsfield HP9 2PJ
Required for September 1987 a Senior Teacher, to join the Management Team.
Applicants should have high academic qualifications and wide experience. The successful candidate will be required specifically to develop assessments, profiling and reporting procedures throughout the school.
Further details and application form available from the Headmistress at the school (s.a.e. please). Closing date 1 May 1987. (09513) 130012

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE JOHN HAMPDEN GRAMMAR SCHOOL
Marlow Hill, High Wycombe, Bucks. HP11 1SZ
Required for September 1987, SECOND DEPUTY HEAD (GROUP 10). Applications are invited from suitably qualified, experienced and dynamic candidates. The traditional school offers a broad curriculum with a strong bias towards Science, Mathematics and Computer Technology. The successful candidate will work closely with the Headmaster and Senior Deputy Head.
Further details and application forms from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. HP13 1AW. 442277. Ext. 346. Closing date 1st May, 1987. (08358) 130012

COVENTRY
CITY OF COVENTRY
DEPUTY HEAD (Community) ALDERMAN PHILIPPE SCHOOL & COMMUNITY COLLEGE
Further details see display advertisement under Secondary Education (09749) 130012

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ADDINGTON HIGH SCHOOL
Fairchilds Avenue, New Addington, Croydon, Surrey CR0 0AA
Tel: 0689 42545
Required for September 1987 Senior Master/Mistress (Deputy Head Group 11). An experienced and enthusiastic teacher is sought to join the Senior Management team of this mixed 11-16 comprehensive school.
In the first instance the successful candidate will be expected to take particular responsibility for pupil management and ensuring that the ethos of the school becomes well established. Other responsibilities will be decided according to the strengths and interests. The post will give good and wide experience to a candidate to subsequent headship.
Further details obtainable from the Headteacher, to whom completed application forms should be returned by 1st May 1987.
Tenable: 1st September 1987.
Salary: Deputy Head Group 11. (09798) 130012

DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BISHOP WARD CATHOLIC COMPREHENSIVE BOYS'
Becontree Heath, Dagenham, Essex
(Roll 951) (11-18)
Required for September 1987: DEPUTY HEADTEACHER (GROUP 9).
Salary Scale: £13,779 - £15,288 per annum plus £1,215 per annum Inner London Allowance.
The Governors are seeking to appoint a practising Roman Catholic teacher with the appropriate qualifications, experience, management potential, and personal qualities to assist the Headteacher at a time of rapid development in Secondary Education. Bishop Ward is a popular and successful school, situated on one site, with an expanding role. The school enjoys good facilities (T.V.E.I. school), valuable parental support, a strong tradition of discipline, good behaviour and high academic and extra-curricular achievement. The present postholder has been appointed to a headship in another authority.
Although the school is at present a Group 9 school, there are proposals, subject to normal consultative procedures, to 'amalgamate the school with a nearby Roman Catholic girls' comprehensive school to form a new enlarged co-educational comprehensive school as from September 1988.
Reimbursement of removal expenses in approved cases.
Application forms and details from the Chief Education Officer, Town Hall, Barking, Essex. (please enclose large s.a.e.). Closing date: 30th April 1987.
An Equal Opportunity Employer. (08389) 130012

SURREY
EDUCATION COMMITTEE
PARKBARN SCHOOL
Southway, Guildford, Surrey GU2 6DU
Second Master/Mistress required for this Group 10 comprehensive school for pupils aged 12-18 years (N.O.R. 759). The person appointed will be a full member of the Senior Management Group.
Application form and further details from the Headteacher (SAE please). Closing date for return of applications 25th April 1987. (00057) 130012

DORSET
SHAFTESBURY SCHOOL
Salisbury Road, Shaftesbury SP7 8ER
(11-18 Mixed Comprehensive. 760 on roll, incl. 170 in Sixth Form)
Headmaster: Brian Kirkup, B.Sc., M.Ed.
Required September 1987. Deputy Headteacher (Group XI). The school opened four years ago in new buildings and recently moved from Group X to Group XI. We seek a forward looking and managerial teacher to join the Senior Management team and play a key role in the continued development of this successful school.
Further details and application forms available from the Headmaster (large SAE please) to be returned by 28 April. (04021) 130012

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer

LEASOWES HIGH SCHOOL & COMMUNITY COLLEGE
Kent Road, Halesowen, West Midlands B62 8PJ
(11-16 co-ed. comp. Group 10)
Required September 1987, VICE PRINCIPAL (Group 11). A well qualified experienced innovator with drive, enthusiasm and perception is required to undertake a vital role in this 11-16 community school. The successful applicant will be expected to participate in policy formulation in all aspects of the school and will specifically manage curriculum development as well as act as TVEI Co-Ordinator. The vacancy arises from the retirement of the present post-holder. This is a re-advertisement and previous applicants need not re-apply.
Details/Application forms from and returnable to the Principal by 30th April, 1987. (08533) 130012

EALING
LONDON BOROUGH
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London W7
Roll: 1150, 6th form: 180
Required for September 1987, Deputy Head, Group 12, in this 11-16, Mixed High School to range range 12-19.
£1,215 p.a. London Weighting.
Relocation expenses subject to conditions.
Application forms and details of the post and of the school can be obtained from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE), all application to be returned by 29th April 1987.
The London Borough of Ealing contains one of the largest Asian and Afro-Caribbean populations in the whole country and therefore it would be an advantage to have experience of work among those communities.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men. (09810) 130012

EALING
LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
Tel: 01-864 8544
Co-Educational 12-18, 125 on roll. Group 12
Second Master/Mistress
Group 12 Deputy Head Salary Scale
A suitably qualified and well experienced Second Master/Mistress is required for September or earlier if possible. The main areas of responsibility will be pastoral, particularly the pastoral responsibility of the boys and administrative. The person appointed will be expected to make a positive and creative contribution to curriculum development and all aspects of school life.
£1,215 London Weighting per annum. Relocation expenses payable subject to conditions.
Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) to be returned by 21st April 1987.
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (09954) 130012

ESSEX
SAFFRON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UR
Tel: (0799) 27585
(Roll 1350, 11-18 Co-Ed. Comprehensive, 185 in Sixth Form)
HEAD OF FACULTY OF MATHEMATICS, Senior Teacher Scale
Required for September, ambitious Mathematics Teacher with successful management experience to establish this new role.
Breadth of perspective, a record of innovation and evidence of teaching success to University Entrance are desirable. The school is engaged in a major curriculum development programme and offers opportunities for further professional development.
Further details and forms from the Headteacher (foolscap s.a.e. please) to whom applications should be returned by 5th May 1987. (08774) 130012

HAMPSHIRE
AMENDED ADVERTISEMENT
NEW FOREST SCHOOL
St. Ann's Grove, Fareham PO14 1LL
Required September 1987 - For this 11-16 mixed comprehensive - 1250 on roll. DEPUTY HEADTEACHER GROUP 12.
Application forms and further details from the Headteacher on receipt of an s.a.e.
Closing date 1st May 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (08038) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ENGLISH MARTYRS SCHOOL
Anstey Lane, Leicester LE4 0FE
SECOND MASTER/MISTRESS
DEPUTY HEAD, GROUP 11
Please see block advertisement for Leicestershire County Council. (08745) 130012

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
NOTRE DAME R.C.V.A. HIGH
Surrey Street, Norwich NR1 3PB
(n.o.r. 1000, 200 sixth form)
Required from September 1987 - Second Master/Mistress - Dep. Head Group 11.
The Governors of this 11-18 mixed comprehensive regret that no practising Roman Catholic to join the Senior Management Team. Particular areas of responsibility will be related to the post holder's ability to the qualifications and experience of the successful candidate.
Energy, enthusiasm and the ability to relate to people at all levels in the school community will be essential characteristics of the person appointed.
Further details and application forms are available from Monsignor H. Wace, Chairman of Governors, C/o the school. S.A.E. please.
Closing date 24.4.87. (09656) 130018

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ABBEY SCHOOL
London Road, Faversham ME13 8RZ
SECOND MASTER/MISTRESS (Group 11)
An energetic, imaginative and ambitious person is required for September 1987. To join the Senior Management Team of this 11-16 mixed school. Actual responsibilities will be discussed with the successful candidate.
Application forms and further details available from the Headmaster. (04105) 130012

BARNET
LONDON BOROUGH
ST. MICHAEL'S R.C. CONVENT HIGH SCHOOL
Nether Street, North Finchley, London N12 7NJ
Tel: 01-446 2255
11-18 Mixed. Form entry. Roll 603. Sixth Form.
The Governors are inviting applications for a SENIOR TEACHER post for September 1987. Since this is a Catholic school it is considered essential that the person appointed be a committed practising Catholic. The person selected will share some responsibilities for the general organisation and management of the school, with the two Deputy Heads and another Senior Teacher, but will also have clearly defined areas of responsibility, mainly in curriculum work and time-tabling and the application of modern and computer technology to the needs of the pupils and the organisation of the school.
The Governors are seeking a person of proven administrative and academic ability, together with personal qualities which will enable the person to make a clear contribution to the overall education, management and Catholic ethos of the school.
Removal expenses and separation allowances available.
For the details of the post and an application form may be obtained from the Head Teacher S.A.E. Closing date for applications 27th April 1987. (06800) 135618

CYNGOR SIR DYFED COUNTY COUNCIL

Required for 1st September, 1987.

1. LLANDEILO COUNTY SECONDARY SCHOOL (YSGOL TREGIB), LLANDEILO (Group 10). £19,260/£20,766.

AMENDED ADVERTISEMENT

Applications are invited from suitably qualified and experienced Graduates for the post of HEAD-TEACHER at the above school.

Application forms and further details are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrwlyd, Carmarthen SA31 2NH to whom they should be returned by 24th April, 1987.

W. J. PHILLIPS
Director of Education (13460)

SANDBACH SCHOOL

1677 UT SEVERIS SECES

SENIOR TEACHER

Applications are invited for this new post tenable from September 1st 1987 in a Group XI Special Agreement Boys (11-18) Comprehensive School.

Form of application, together with essential details regarding both post and school may be obtained from The Head Master's Secretary, Sandbach School, Crewe Road, Sandbach, Cheshire CW11 0NT. (A4 S.A.E. please).

Closing date: 27th April, 1987. (09428)

Harrow Education
an equal opportunity employer

HEADTEACHERS

Applications are invited for the Headteacher post at the following schools from 1st September 1987.

CANONS HIGH SCHOOL (Group 10
Shaldon Road, Edgware.

PARK HIGH SCHOOL (Group 10)
Thistlecroft Gardens, Stanmore

Both schools are mixed comprehensive high schools 12-16 years and are part of a highly successful education system in a pleasant outer London Borough.

Application forms and further details are obtainable from, Education Personnel, PO Box 22 Civic Centre, Harrow, Middlesex or Telephone 01-863 5611 extn 2736/2312 to be returned by 28th April 1987.

DONCASTER LOCAL EDUCATION AUTHORITY
CAMPSMOUNT SCHOOL
GROUP 10 (12-18 years)

Required for September 1987.

HEADTEACHER

Campsmouth School is a mixed comprehensive school with 690 pupils on roll, including a small sixth form.

Doncaster is an equal opportunities employer, and applications from disabled persons are welcome.

Please send foolscap SAE, or telephone Doncaster (0302) 734219, for application form and further details.

The Director of Education, Education Department, Princegate, Doncaster DN1 3EP.

Closing Date: 1 May 1987 (14379)

COUNTY STAFF HEADTEACHERS (SECONDARY)
GROUP II HEADSHIPS (4 Posts)

Required for 1st September 1987 or 1st January 1988.

The County of Avon has established four new secondary school staff Headteacher posts. County staff Headteachers will operate mainly as Acting Heads in schools where it is not appropriate to make a permanent appointment immediately. The placement in any school would not normally exceed one academic year.

Successful applicants are likely to be experienced and adaptable Headteachers.

Further details and application form (returnable by 23rd April 1987) from the Director of Education, Avon House North, PO Box 57, St James Barton, Bristol BS99 7EB (enclosing sae).

Education Department

Avon COUNTY COUNCIL

Avon is an Equal Opportunities Employer.

DONCASTER LOCAL EDUCATION AUTHORITY
THORNE GRAMMAR SCHOOL
(COMPREHENSIVE)
GROUP 11 (13-18 years)

Required for September 1987.

HEADTEACHER

Thorne Grammar School is a mixed comprehensive school with 800 pupils on roll, including a small sixth form.

Doncaster is an equal opportunities employer, and applications from disabled persons are welcome.

Please send foolscap SAE, or telephone Doncaster (0302) 734219, for application form and further details.

The Director of Education, Education Department, Princegate, Doncaster DN1 3EP.

Closing Date: 1 May 1987 (14380)

Directorate of Education and Recreation
Tiffin School, Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL.
Group 11 (plus London Allowance £795)
No on Roll 840 (11 - 18 years) including 250 in Sixth Form.

Head

Applications are invited for the post of Head of Tiffin School which will become vacant on 1st January 1988 upon the retirement of the present Headmaster who is a member of H.M.C.

This is a boys' Grammar School with a large Sixth form, 100 of whom proceed to University/Polytechnic each year. The present status of the school is Voluntary Controlled but the Governors have applied for Voluntary Aided Status under the provisions of the Education (No 2) Act 1986.

Application forms and further details from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey, KT1 1EU (SAE please). Tel: 01-546 2121 to whom completed application forms should be returned by Friday, 24th April 1987. (14349)

Royal Borough of KINGSTON upon Thames
An equal opportunities employer

Metropolitan Borough of Wolverhampton
Our Lady and St Chad RC Comprehensive School
Old Fallings Lane
Wolverhampton WV10 8BL
(V.A. 11-18 Mixed, N.O.R. 600)
Headteacher: Mr. C.J. Cooper BSc BA MEd

DEPUTY HEAD (Two posts)

Applications are invited from suitably qualified and experienced Roman Catholic teachers for the above post from 1st September, 1987.

The successful candidates will be expected to assume responsibility for an equitable share of senior management tasks in a team of four (Headteacher, two Deputy Heads and Second Mistress). Particular responsibilities will take into account the successful candidates' strengths and interests and will be negotiable from time to time, giving the opportunity to gain experience in all areas of management. The school was re-organised from two grammar schools nine years ago. Now an established comprehensive school with a strong commitment to continued development, its roll has stood up well to regional demographic trends.

The successful candidate will be expected to accept the terms of the Catholic Education Council Contract.

Application forms and further details are available from the Correspondent Governor c/o the school (s.a.e. please). Completed forms to be returned to Mr. M. Whitehouse, Chairman of Governors c/o the School, within 14 days of the appearance of this advertisement.

The Governors welcome applications regardless of marital status, sex, race or disability. (14307)

SECONDARY DEPUTY HEADSHIPS

Continued

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

COUNTHILL SCHOOL
Counthill Road, Moorside, Oldham OL4 2PY

DEPUTY HEADTEACHER - Group 15

Required for September 1987 at this 11-18 co-educational comprehensive school.

Applications are invited from well qualified, committed and enthusiastic teachers to join the Senior Management Team. This is a key post in the organisation and forward planning of the school, which is involved in major curriculum and pastoral initiatives.

The successful candidate will be expected to contribute to all aspects of school life with specific responsibilities being determined through consultation and negotiation. The Governors seek to appoint a person who has successful experience of leading a team of teachers.

Application forms/further details (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by Noon on the 6th May 1987.

An Equal Opportunity.

Assistance with Local Authority Housing available. (09802) 130012

OXFORDSHIRE
COUNTY COUNCIL

THE ICKNIELD SCHOOL & COMMUNITY CENTRE
Love Lane, Watlington, Oxford

Group 10

Oxfordshire - The Ickneild School & Community Centre, Watlington. Group 10 11-16. N.on.R. 830. The Ickniehi Comprehensive school serves a wide rural community and is situated at the foot of the Chiltern Hills 14 miles south east of Oxford.

DEPUTY HEADTEACHER

Applications are invited for the vacancy of Deputy Headteacher at the above Group 10 comprehensive community school. The Ickneild is one of five centres to enjoy substantial LEA funding for the development of community education. The Ickneild is a pilot school for the Oxford Certificate of Educational Achievement and for local financial management. From October 1987, in conjunction with Oxford University, it will also be a centre for post graduate teacher training as part of The Oxford Internship Scheme. The Ickniehi is a school committed to the principles of comprehensive education with a history for recent curriculum innovation.

Management tasks are devolved, and senior staff share responsibilities according to the strengths of the team.

Applications should be made in the form of a letter to Peter Davies. The Headsteling philosphy of education and relevant experience by Friday 24th April. Further details about the post and the school together with formal application forms will be despatched in the week beginning 27th April. A two day interview will take place in the first part of May.

An Equal Opportunity Employer. (09830) 130015

OXFORDSHIRE
BARTHOLOMEW SCHOOL
Please see main advertisement under C.D.T. - Head of Department. (09833) 130012

STATES OF GUERNSEY
STATES EDUCATION COUNCIL
ST. PETER PORT SECONDARY SCHOOL - GROUP 8
SECOND DEPUTY HEADTEACHER

Applications are invited from suitably qualified and experienced teachers for this senior management position following the promotion of the present Senior Mistress.

Application forms and further details are available from the Director of Education, Education Department, P.O. Box 32, La Couperdaie, St. Peter Port, Guernsey, to whom completed forms should be returned by Thursday, 23rd April, 1987. (08946) 130012

WEST GLAMORGAN
COUNTY COUNCIL
EDUCATION DEPARTMENT
AFAN COLLEGE
Appointment of Vice Principal, Secondary Tertiary. (08697) 130012

WILTSHIRE

PEWSEY VALE SCHOOL
Wilcot Road, Pewsey, Wilts. SN9 5EW

(Marlborough 82481)

11-16 Co-educational Comprehensive. N.O.R. 335

Applications are invited from suitably experienced and qualified graduates for the post of SECOND DEPUTY. (Group 9), at this rural school in the Vale of Pewsey. The successful candidate will have the opportunity to experience a wide range of management responsibilities, at a time when the school is introducing several new initiatives. Responsibilities will include oversight and development of the school's pastoral work and of staff development.

Further details and application forms are obtainable from the Headteacher, Mrs J. Plants Ciasli, at the school (S.A.E. please). Completed forms should be returned to the Head by 24th April, 1987.

Wiltshire is an equal opportunities employer. (09664) 130012

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL

PRENTON HIGH SCHOOL FOR GIRLS
Hasketh Avenue, Rock Ferry, Birkenhead L42 5RR

REQUIRED FOR 1st SEPTEMBER, 1987, DEPUTY HEADTEACHER - GROUP 10.

Applications are invited from suitably qualified and experienced applicants to make a significant contribution to the running of the school by taking responsibility for various management functions and by teaching. The exact nature of the contribution will be partly determined by the strengths of the person appointed, but will include responsibility for the timetable, T.V.E.I. and curriculum.

Application forms and further details may be obtained from the Headmistress at the school on receipt of s.a.e.

Closing date 24th April, 1987. (089841) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

CAMBRIDGESHIRE
SWAVESEY VILLAGE COLLEGE
Required from September HEAD OF SPECIAL NEEDS (Scale 3) in this 11-16 mixed comprehensive school, operating within a Community College context.

Further details and application form from the Warden, Gibraltar Lane, Swavesey, Cambs.

Returnable by 24th April (s.a.e. please). (09654) 131018

NORFOLK
COUNTY COUNCIL

EDUCATION DEPARTMENT

NORTH WALSHAM HIGH SCHOOL
Spenser Avenue, North Walsham, Norfolk NR28 9HZ

Group 10, NOR 945, all ability mixed 11-16

Required for September 1987, Scale 3 Head of Department (Special Educational Needs).

Application forms and further particulars (s.a.e. please) from Headteacher at the school. Closing date 27th April 1987. (08741) 131018

Scale 2 Posts and above

AVON COUNTY
SERVICE FOR SPECIAL EDUCATIONAL NEEDS
Elmfield House, Graystoke Avenue, Westbury-on-Trym, Bristol BS10 6AY

Required from 1st September 1987 a qualified and experienced teacher, preferably with both sex and ability, with some experience at the hearing impaired, to be responsible for the unit at Priory School, Weston-super-Mare, Scale 2.

Fixed term contract to 31st August 1987 to cover a period of secondment.

Letters of application giving full cv and names of two referees to the Advisory Teacher for Special Education Needs at the above address.

Avon is an Equal Opportunities employer and welcomes applications from suitably qualified candidates regardless of race, creed, colour, sex, disability or sexual orientation. (08297) 131068

BEXLEY
LONDON BOROUGH
BEXLEYHEATH SCHOOL
Cranham Road, Bexleyheath, Kent DA6 7DA
Tel: 01-303 3696

Applications are invited from suitably qualified and experienced teachers for a Scale 3 post, responsible for the Support Group. The Group will admit pupils of secondary age who have mild social/emotional/behavioural problems.

Application forms and further details of this post are available from Chief Education Officer for Schools (J.7), Town Hall, Crayford, Kent DA1 4EN.

The teacher appointed will take up post in September 1987. Closing date for receipt of applications is 24th April 1987. (09580) 131020

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
PARSLOES MANOR COMPREHENSIVE SCHOOL
Parsloes Avenue, Dagenham, Essex
Required as soon as possible:

Support Teacher. An enthusiastic, hardworking individual to join a committed team of Support Teachers. The successful applicant will be expected to assist children with learning difficulties across the curriculum. The Department uses a variety of methods to support pupils with learning difficulties. Scale 1 plus £1,915 per annum Inner London Allowance. Social Priority Schools allowance payable. Reimbursement of removal expenses in approved cases.

Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.

An equal opportunity employer. (08588) 131022

CHESHIRE
EDUCATION COMMITTEE
WOOLSTON COUNTY HIGH SCHOOL
Holes Lane, Woolston, Warrington WA1 4LS
Tel 0925 816848
Headmaster: Mr J.F. Rodham, B.A.
11-18 mixed comprehensive - 1100 on roll
Required for September 1987
ASSISTANT TEACHER, SCALE 1 (+ Special School Allowance) to teach in Special Unit for children with moderate learning difficulties. The ability to offer some C.D.T. teaching to pupils in Unit would be advantageous.

Further details and application forms are available from the Headmaster to whom they should be returned.

Closing date 24th April, 1987. (08622) 131023

DORSET
SHAFTESBURY SCHOOL
Salisbury Road, Shaftesbury SP7 8ER
(11-18 mixed Comprehensive, 1060 on roll incl. 170 in Sixth Form)
Headmaster: Brian Kirkup, B.Sc., M.Ed.
Required September 1987, Teacher (Scale 1) to contribute to the team providing for the Special Needs of the slow learners, low attainers and gifted children in the individual learning unit. Work in this area of supported self study is recognised through CET.

Application form and further details from the Headmaster (SAE please). Closing date 27 April. (04026) 131022

HILLINGDON
LONDON BOROUGH OF HILLINGDON

HAYDON SCHOOL
Wiltshire Lane, Pinner HA5 2LX

Number on roll: 1085, 180 in Sixth Form

Headteacher: Mr D.E. Dobson B.A., B.Sc.

REMEDIAL TEACHER (SCALE 1)

Required for September or as soon as possible a suitably qualified Remedial specialist able to teach Remedial English in the middle and lower part of the school.

Haydon School is a mixed, six form entry, 11-18 comprehensive with 180 students in its sixth form. The school serves a residential area in the north of the Borough of Hillingdon.

Remedial teaching in the lower part of the school is achieved by withdrawing small groups of students from French. The department is successful in that many of the students are able to return to a language based course after a period of help and several go on to obtain examination passes. The department offers a non-examination Social Education course in the fourth and fifth years.

It is hoped to appoint a teacher able and willing to make a positive contribution to the general life of the school.

Please apply in the first instance by letter to the Head of the school. Applicants should provide the names and addresses of two referees.

Please apply by letter to the Headmaster as soon as possible the names and addresses of two referees. Salary on Inner London Allowances Payable. (08518) 131022

EALING
LONDON BOROUGH
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middx. UB6 9RX
Group 11, 12-18 Mixed Comprehensive
No. on roll: 915. 6th Form 146
Head: Mrs. M.M. Oliver, M.Sc.
Required for Summer Term, a part-time teacher for the Lower Achieving Pupil Project. Scale 1 pro rata. This is a new integration with the 5th year modular course based on the DES LAPP model. The post could become a full-time appointment for a person interested in Special Needs throughout the school. (See advertisement under English).

There is a strong possibility that one of these posts will become permanent.

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Application forms available from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21st April 1987.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (04018) 131022

NORTH YORKSHIRE
SELBY HIGH SCHOOL
Leeds Road, Selby, North Yorkshire YO8 8HT
Required for September 1987: A teacher of SUPPORTIVE STUDIES, Scale 1.

Application forms and further details from the Headteacher (SAE please). Closing date 27.4.87. (09786) 131022

By Subject Classification

Art and Design

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CRESSEX SCHOOL
Holmer's Lane, High Wycombe HP13 6QA
Required for September, for this well established, forward looking non-selective school, a well qualified and experienced teacher to take charge of Art and Design. The Department is well equipped, having facilities for Pottery and Photography, as well as traditional art work. The person appointed must be willing to extend interrelated curriculum initiatives in response to G.C.S.E. and T.V.E.I. requirements. Scale 3 post available.

Letters of application, together with curriculum vitae and the names of two referees, to the Head by 1st May, 1987. (08587) 131218

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
SIR WILLIAM NOTTIDGE SCHOOL
Bellevue Road, Whitstable CT5 1PS
(Group 11 N8 Secondary School)
DESIGN CO-ORDINATOR - Scale 2 New Post
Required for September 1987, an experienced and imaginative teacher to co-ordinate the learning experience of pupils, initially within the areas of CDT, Art, Graphics, HE, Needlework/Textiles. The candidate should have clear understanding of all participant subjects with strong interests in Graphic Design and work in 3D. An exciting post for a teacher of vision.

Further details from the Head Teacher (SAE).

Apply by letter together with full cv and names of 2 referees.

Closing date: 16.4.87. (04108) 131218

REDBRIDGE
HAINAULT HIGH SCHOOL
Manford Way, Chigwell, Essex IG7 4JP

Tel: 01-500 2254

Head: J. I. Westbury, M.Ed., Dip.Th.

Required for September 1987: a Head of Art to be responsible for a well established department. A candidate interested in Art Education and all phases of development between 11-18 years is required. Facilities are available for a wide range of activities including painting, drawing, print making and clay work.

The post is on Scale 3 with Outer London Allowance and assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.

Please apply by letter to the Headmaster giving full details and the names and addresses of two referees. Salary on Inner London Allowance Payable. (08530) 131220

Scale 1 Posts

BARNET
LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Edgware, Middx. HA8 9TU
Tel: 01-952 3410
11-18 Mixed Comprehensive. Roll 1053 Sixth Form 138
Required September 1987, a well-qualified teacher of ART with special interest and ability in the use of Ceramics/three dimensional work.

The successful candidate will have the opportunity to teach across the age range.

This post is well-suited to new entrants to the profession. The school is designated TVEI and has experienced some very interesting developments in Graphic Design/Art over the last year.

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Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09531) 131221

CUMBRIA
CARTMEL PRIORY C OF E SCHOOL
Cartmel, Grange over Sands LA11 7SG
(8A CE mixed 11-18. NOR 384
TEACHER OF ART (Scale 1)
Required for Sept. 1987 to teach most of the Art throughout the school. Opportunities available for pottery, photography and fabric work.

Application forms and further details (from the Head (s.a.e. please). Closing date: 1st May 1987. (08678) 131222

Careers

Scale 2 Posts and above

AVON COUNTY
PRIORY SCHOOL
Queen's Way, Weston-super-Mare, Avon BS23 3JB
(11-16 mixed, 960 on roll)
Required from 1st September 1987, a Teacher of Careers, Scale 3, to teach within the Social Education Faculty. This important post carries responsibility for the co-ordination of Careers Teaching, an extensive programme of work experience for 5th Year pupils, and liaison with local employers and the Careers Service.

Further details from the Headteacher (immediately following full c.v. and names of two referees) or application to the Headteacher (immediately following full c.v. and names of two referees) or application to the Headteacher (immediately following full c.v. and names of two referees) or application to

EXTRA

Experiments in empathy and role play

Dramatic events

COLIN HALL

Driven, as ever, by a desire to make the process of learning more interesting, alive and relevant; pursued by the demands of GCSE with its empathy work and oral skills, I began some years ago to develop the use of drama as part of an historical education. As a non-specialist I hesitate to use the term "drama", and mean it to encompass role-play, mime, the performing and writing of plays. Why make this development?

The adage that we learn through experience is perhaps over used, but nevertheless, I start from that premise. In developing drama in history I was seeking to combat some of the passivity towards the learning process and to work towards more active oral involvement. How often we see bright students who find verbal expression difficult and conversely how often we see orally able students who are given a sense of failure because of their inability to write fluently. Both GCSE and modern life in general demand effective communication skills.

A more pertinently historical reason for this development arose partly out of the demands of GCSE; one of the objectives of GCSE is empathy. For generations history teachers have aimed to create an affinity with the past in a general way, but here was a specific objective, and thus drama seemed a useful marriage of convenience. Role play seemed to me to be a direct way into understanding the past in the sense of being part of it. It provided a medium that did not necessarily depend either on great amounts of knowledge or written skills.

Three experiments of a very different nature come to mind. The first was based around the Schools History Project material on Richard III and the princes in the tower. This is an annual study in evidence for our history department, but on this occasion we turned the study into a public trial, presided over by a local barrister who acted as judge. With borrowed legal dress, and the school hall turned into a courtroom, we put Richard III's reputation on trial. The trial centred on four students who took the roles of barristers and put witnesses through some searching questions. In this instance, drama became the tool of very complex evidence-based history, but it added interest and involvement.

The second experiment was with a group of third year students who wrote, directed and acted their own play about life in Nazi Germany. The play centred on the events of the "Kristallnacht" and involved two families, one pro-Nazi, one anti-Nazi. It examined their different reactions to events and to the issue of fascism. Starting from the human point of view and direct emotional involvement, it seemed that students had a good understanding of the issues that must have faced much of the German populace in the 1930s. The following is a short extract from the play:

Frau W: Please be quiet Father, you don't know what you're saying. I don't like to see people injured in this way, but the Jews are the cause of our problems – Hitler says so, he's explained it.

Herr W: You say I don't know what I am saying and you are quite right. I don't because I haven't been told all the facts. None of us know the truth anymore – everything is a cover up.

Eugene: But we have – Hitler tells you through radio, he holds rallies, where people go just to be told what is happening, we've never been as well informed. If he wanted to hold back information, he would simply not say anything. You understand what he says don't you?

Fritz: He does explain things simply – yes. But leaves important facts out. That's the problem, nothing is as simple as he makes it out to be.

Gregor: I would be quiet if I were you. If you weren't my brother then . . .

Fritz: (suddenly): It's propaganda!

Chorus: What?

Fritz: It's propaganda – he's forcing his ideas on to us –

Herr W: And if we don't listen and agree we're persecuted, like the Jews.

"Don't buy from Jews" advises the Nazi sign – outside a shop in 1933. The dramatization of the events of Kristallnacht by pupils at Granby school Harrogate shows a good grasp of the issues facing the German people at the time

Frau W: We are puppets, with "the Führer" pulling the strings. We can't speak out because – like father said – we are afraid to. So we have to sit back and watch the Jews get hurt.

Gregor: Stop, stop right there, stop and listen, you are getting caught up in your own little worlds. The Jews are evil, we know this – Hitler knows – he says so. Since Hitler became our Führer, Germany's economy has risen, we never had hope of a car before, now look at the autobahns. He is freeing us from the Treaty of Versailles, he has made us a strong nation. We are to be the master race. We are happy, not badly off, and why? – because of Hitler.

Monika: Yes, but why persecute the Jews, couldn't he have done all this without hurting others, and couldn't we have had this in a democracy? How can he persecute people just because they are Jews? Do you think Hitler would have been voted in, in a democracy?

The third approach lies in role play and is more easily manageable in short lengths of time. If the topic, for example, is "Primitive People", then a useful lesson with students miming the activities of daily life can lead to an interesting and active way of examining a concept that is often difficult. Role-play is almost too obvious to suggest and yet it is often passed over as an opportunity. We ask students to take on the attitudes of other people at other times without ever making them feel those attitudes.

In the SHP Depth Studies, one of the specific objectives is to understand the motives of another people at another time. This can lead to an excellent basis for role play. For example, in discussing the Great Reform Act, each student is given an assigned and specific role in which he/she expresses certain feelings or opinions and the contrast of opinion can be brought out. In discussing the movement west in 19th-century America, students can adopt the roles of the settlers. This can bring the student a greater personal awareness of an issue or attitude. For those who can take this into written form, an extra dimension has been added; for those whose ability is more limited, an experience has opened up a learning facility that might otherwise have been missed. This particular method of role play might be adapted to almost any historical topic. In fact, one must use it sparingly to maximize its efficacy.

These are merely a few examples of the ways in which drama might enrich an historical experience. There may be casualties of the approach: occasionally one must be prepared to sacrifice a degree of accuracy and in sensitive areas care has to be taken not to trivialize or over-simplify moral concerns or people's suffering. One must ensure that sufficient historical information is fed into the dramatic process so that it maintains value. These fears notwithstanding, drama is worth some consideration. If history is to play a worthwhile role then we must ensure that students do have a feeling for, as well as an awareness of, the past in its human richness and complexity.

Colin Hall is head of history at Granby High School, Harrogate.

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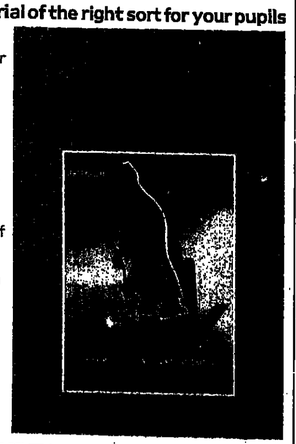

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Success story

A History of Germany 1815–1985. By William Carr
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This third edition of a book first published, to wide acclaim, in 1969, embodies substantial revision (in the light of recent research, including the author's own) of the chapters on Wilhelmine, Weimar and Hitlerite Germany and adds a new chapter to bring the story down from 1945 to 1985.

Professor Carr brings the deft and lucid concision characteristic of his whole narrative to the tale of Germany's astonishingly rapid recovery from utter defeat and prostration – and consequent rise, in her GFR incarnation, to economic and industrial preeminence in the EEC, and to a position third only to the US and Japan in the free enterprise world. Even the ODR, long hamstrung and impoverished by Ulbricht's slavish Stalinism, now enjoys a measure of prosperity inconceivable amid the ruins of 1945.

This is the only book on the market to embrace, in a single volume, this enormously ambitious 170-year time-span: it remains a model of compressed enlightenment – deeply enjoyable in its own right, an invaluable teaching-and-learning tool.

Martin Fagg

Common ground *continued*

spin in the direction of other subject areas. In this topic, for example, we would need to consider how propaganda and censorship might function in relation to the arts, how inventions do change the course of events in specific ways, how the resources for controlling the world are used in the context of a geography of differences.

It is my belief that we could, given time and some resources, develop programmes of study that would begin to make sense of the whole curriculum for all pupils, using the best resource we have on offer – history itself. Sensibilities of subject areas would be damaged en route, and a lot would have to be given up in favour of a larger gain, but the one subject that could retain a central role could well be our great provider. It would have to accept new roles, and would have to see itself on occasion, as merely a practice ground for, say, language and mathematics, but it would not die, rather it would take new life, and a new central position in the school curriculum.

John Fines is Head of History at the Sussex Institute of Higher Education.

EXTRA

Skills v content – the Historical Association says this is a battle that need not be fought

Preventing civil war

DONALD READ
MARTIN ROBERTS

The place of history in the school curriculum is now being discussed more intensively and publicly than at any time during the past 20 years. The Historical Association welcomes this debate.

HA members were shocked to discover a couple of years ago that about half of all school pupils were giving up history at 14-plus. They were further disconcerted to find that history 7–14 was often subsumed within humanities courses, in some of which a coherent historical dimension remains but in many of which it does not. Other concerns, variously revealed and answered, have related to the fragmentation of chronological coverage; to the shift away from the study of British history; and to the lack of continuity between primary and secondary-school history teaching.

Against this background of unease, the Historical Association was pleased when, at a meeting on 24 October 1985, the then Secretary of State (Sir Keith Joseph) encouraged a deputation to suggest how history might fit into a 5–16 core curriculum. The resulting paper, entitled *History for Life*, contained general observations about history 5–14 along with a detailed proposal for a 14–16 course on 20th-century British history. This was shaped to be taught either on its own account or within a modular humanities programme.

History for Life aroused sufficient interest for the present Secretary of State, Mr Kenneth Baker, to invite another HA deputation, which met him on 19 December 1986, to develop its ideas about history 7–14. This request resulted in *Proposals for History in a Core-Curriculum* being sent to Mr Baker at the beginning of February. An accompanying letter emphasized how these were first, not last, thoughts. The *Proposals* document will be discussed at a series of regional conferences sponsored by the HA in the autumn, to which all interested parties are invited. In a related initiative, the Historical Association has just begun to explore with the Politics, Geographical and Economics Associations the possibility of reaching agreement over an interdisciplinary Humanities programme of modules which might be assessed through GCSE.

Thanks to wide media coverage, the HA's *Proposals* have attracted considerable attention. The following points are made in answer to some critics and in the hope of finding a way forward with maximum agreement:

1) At a time when both the Conservative Government and the Labour Opposition are expressing their active interest in the core curriculum idea, it is right for the Historical Association to campaign for a place for history within any such curriculum. Kenneth Baker is on record as saying that he wants history to be one of the five basic subjects. Giles Radice for Labour has spoken in favour of a "national curriculum" and of "national standards or benchmarks", although he appears not to have mentioned history specifically in either connection. The politicians expect to be further prompted both by public discussion and by private pressure.

2) To their credit, both Mr Baker and Mr Radice seem to be keen to formulate policies which combine the best of older and newer ideas in education. Among the latter, the HA has readily recognized the freshness and value of the learning-of-skills approach to history teaching, which has been so much developed over recent years. Yet the question has begun to be asked, inside the HA and outside, whether enthusiasm for skills has blunted awareness of the importance of content. "Hard facts are fine for the élite 15 per cent of pupils, but no use when teaching a comprehensive range of the population." Such is the reported opinion of one respected educationist. Yet this emphatic assertion has been strongly questioned by the "history as change-over-time" or the "British history for future citizens" advocates. Consequently, there is now a real danger of civil war breaking out – between a skills-mainly party (roundheads?) and a content-equally party (cavaliers?). This must not be allowed to happen.

3) The HA has made suggestions about content in both *History for Life* and *Proposals for History in a Core-Curriculum*. A spread and balance has been suggested across the 7–16 age-range – 30 per cent minimum world history; 30 per cent minimum British history; and 10 per cent minimum local history. The remaining 30 per cent of teaching time would then be left for allocation as teachers think most suitable, producing flexibility within a framework. 4) Some critics have seemed determined to claim that the HA is interested only in kings and queens, and that such history is élitist. The *Proposals*, in fact, suggest a mix between political, social, cultural, scientific, technological and economic history, even though they do not make the silly mistake of pretending that past rulers (good or bad) have not mattered.

5) Lord Bullock and others have recently attacked the new GCSE history because it allows teachers, if they choose, to omit any study of the history of their pupils' own native land. Alan Bullock observes concernedly that during his lifetime only one country has tried to abolish its own past; and how that country, China, is still paying the price of the cultural revolution. But the HA's *Proposals*, if implemented, would provide a way round – even a justification for – the omission of British history at this stage. For all pupils taking specialist GCSE history would have first started upon the subject as part of the core curriculum; and within that curriculum, a long span of British history – focused through a plotted succession of topics, some studied in depth, others perforce more briefly – would be required study.

If such a combination of core-curriculum history and GCSE history teaching were achieved, it would, of course, greatly strengthen the standing of history in the schools. So let not our latter-day cavaliers and roundheads use their swords upon each other. 1660 saw the restoration of a king: let 1990 see the restoration of a subject.

Donald Read is president of the Historical Association.
Martin Roberts is head of Cherwell Upper School, Oxford, where he teaches Schools History Project.

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Factories and farming

HUGH BODEY

One consequence of the breakneck speed at which GCSE was introduced was that it was seldom possible to break away from the standard syllabuses and their existing resources. Some examining boards accept that what they offer is only the best that could be done in the circumstances. In FE, with our one-year courses, we have had longer to digest the various criteria and develop a new course. The disadvantage is that few outside FE may be in a position to make use of it. This course, though, is available to any school or college through their own examining board, and to individuals via Open Tech.

The course is centred on the development and decline of British agriculture and industry since Roman times. All the historical concepts required by the criteria can be explored within the available material without having to contrive anything: continuity and change, cause and effect, progress and regress. Some may see in it no more than a line of development scheme, but it is more than that. A criticism of line of development schemes is that they only explore matters in the past if they continue into the present. This scheme discusses decline every bit as much as development.

Others will complain that the course concentrates entirely on British history. But in my view there is as much to be said for confining study *at this age* to British history as there is for widening it. One reason is that the basic theme remains constant throughout the course, and the signs are that less able candidates in particular will find this easier than the frequent geographical shifts involved in learning world history. Few history candidates nowadays also study the necessary regional geography. Mature students returning to study after years away from it should also find the factual content nearer their own experiences, enabling them to learn more effectively. One of the most valuable benefits arising from the move to GCSE is the shift in emphasis from what candidates know to what they can do.

The length of time covered by the course makes it possible to discuss other matters which are not going to be examined directly. One example is the impact of the flow of people and ideas into Britain from outside, which has done much to further farming and industry. It may be more fruitful to approach the impact of immigration by these means than as a contemporary "problem".

Similarly, working conditions, the roles of men and women, government intervention . . . a variety of current themes can be discussed in passing, and are usually thought about more deeply by the students just because they are not part of the examinable syllabus. To this extent the apparent irrelevance of the forced development of farmland during the Roman occupation or the drudgery of domestic industry or absentee land-owning in Ireland may be a better preparation for life in the 21st century than America's Indians or Europe's cold war.

The coursework will be an assignment of up to 2,000 words, based on a topic related to but not directly part of the syllabus, such as a local example or a biographical sketch. There is also a section in the examination that asks how we assess the reliability of source material – it is a useful first step to being critical.

Copies of the course are available from Hugh Bodey at South Devon College of Arts and Technology, Torquay, TQ2 5BW.

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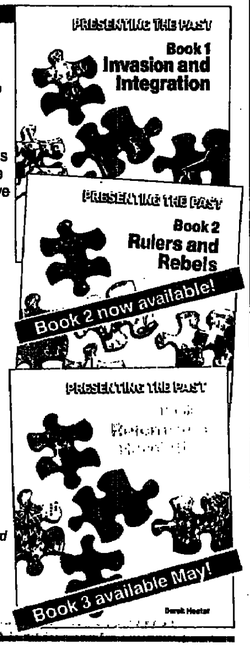

EXTRA

Slick and seamless TV production techniques can obscure historical truth

Watch carefully . . .

ROY TWITCHIN
MICHAEL REECE

1 Member of the Board of Health discussing measures to combat cholera, from *The Cholera is Coming*

In most secondary schools, critical appraisal of television has generally been left to the English department, or devolved to an ever more restricted audience within a media studies option. Critical appraisal of the media will undoubtedly assume greater prominence within secondary schools, and it would be unfortunate if examination of the form and features of television programmes were to be regarded as the province of a specialist department, or even of a single member of staff.

History departments tend to be heavy users of televisual resources. Usually a television programme is used when its subject matter seems particularly relevant to a specific component of a syllabus; when it seems to offer useful background information, and/or when it evokes empathy in pupils for other times, places or people. In addition to educational programmes, many mainstream broadcasts are used, with teachers capitalizing on television's obsession with re-presenting our past.

The National Criteria for GCSE history state that one of the aims of a history course is "to ensure that candidates' knowledge is rooted in an understanding of the nature and the use of historical evidence", and the assessment objectives state that all candidates will be expected to "show the skills necessary to study a wide variety of historical evidence which should include . . . visual material . . . and orally transmitted information", by "comprehending and extracting information from it", and "interpreting and evaluating it".

Television programmes deploy historical evidence continuously, and yet they are rarely subjected to the same evaluative strategies that teachers encourage their pupils to apply to other forms of evidence. A number of factors may account for this. Mainstream television programmes are made to appear artlessly smooth. It is part of the television professional's craft to make programmes in which separate locations, arguments, or even historical periods are welded together, the joins seeming as inconspicuous as possible. "Educational" programmes have become imbued with the same production values as mainstream programmes, the result being that they can be just as difficult to analyse.

Another factor inhibiting critical appraisal is that different kinds of programme require different methods of analysis. TV companies and viewers draw distinctions between television programmes by assigning them to different genres; "documentary", for example; and then to sub-genres: drama-documentary, historical documentary, wildlife documentary and so on. Teachers readily recognize most of these forms, but are perhaps less familiar with the process of isolating, and assessing the significance of, their distinctive characteristics. To further complicate such a process, these distinctions are rarely inviolable. Some programmes borrow techniques more often associated with other kinds of programme.

How then, can we make a start? How might a subject teacher, interested enough to consider television as more than a transparent, unproblematic audio-visual aid, but having neither the time, energy nor inclination to acquire yet another specialism, begin? One method of getting to grips with the "how", as well as the "what" is to select several scenes from a programme, look carefully at how the story is being told, and consider some of the questions that are raised.

To locate these somewhat abstract notions firmly in the context of a classroom, we have chosen as an example a schools history programme which uses a number of familiar features and techniques.

The Cholera is Coming is a BBC Schools programme originally made for the British Social History Series, later reissued as part of *History File*. It is used at our school in support of the "Medicine through Time" component of the Schools History 13–16 project. The following synopsis is taken from the A4 sheet of Teacher's Notes:

"Cholera moves from India, through Europe to Sunderland in 1831. In Stockton-on-Tees an emergency Board of Health orders quarantine checks on ships and road travellers, gives instructions for whitewashing and clearing heaps of refuse, prepares a hospital and prays. Burial registers and a mass grave show that the town did not escape. One of Stockton's doctors was called when cholera struck the nearby weaving village of Hutton Rudby. He treats a patient with a common remedy and the village blocks itself off from the world. The programme concludes with a review of later knowledge of cholera's causes and by pointing to its importance in stimulating the public health movement." The notes continue: "Both the major stories are reconstructed from contemporary material . . . The main characters are drawn from these sources." (See picture 1.)

The characters are named by a hushed voice-over narration by James Bolam – the television voice of "the authentic North East" – which reinforces the here-and-now-ness of the scene. They are named presumably because their membership of the Board has been verified by reference to "contemporary material" – and yet there is no indication whether the words that are spoken by their screen personae are similarly "authentic". We are not told whether any, or all of the words spoken by any character portrayed in the programme are fictional, or a verbatim account of what was said, and if so, who recorded it. The characters in the scene function in a number of ways within the programme; they represent their historical namesakes; they also act as stereotypes representing the views of their professions. Thus the Reverend piously offers prayers, the hard-nosed merchant (the only character speaking in a regional accent) is concerned only with profit, and the doctors are ceaseless seekers after enlightenment and, since part of the programme is structured as a "suspense story", they also have to function as vehicles carrying forward the momentum of that story.

2 Narrator: while Keanleyside and Doctor Allerdyce fought the cholera (shot of modern day road sign in Doctors' Lane) Barlow isolated the stricken community

The result is that contemporary source material, opinion and judgement are meshed within a continual storyline, with no reference made to any possible deficiencies in the evidence or to gaps or inconsistencies. No attempt is made to provide the young viewer with an opportunity to compare the various types of evidence introduced or to reach an independent conclusion. (See picture 2.)

This device, a kind of contrapuntal composition of modern day images harmonized with a narrative relating past events is a favourite in historical documentaries. Past and present are interwoven even more inextricably in other shots: for instance when a slow zoom into a window of a present day town hall dissolves into a reconstruction of the meeting held therein in the 1830's. In themselves these devices are simply examples of the producer's vocabulary, but by isolating them, and discussing their function within the programme with pupils, the constructed nature of all "evidence" offered by television programmes becomes that much more apparent.

Statistical "evidence" has made a great impact on history teaching in recent years. Pupils are actively encouraged to draw conclusions based on accurate records and other primary evidence. However, television is no less creative in its use of statistics than many other organizations: One of the pictures in this programme shows black dots progressively and dramatically overlaid on a (presumably) contemporary map, as the narrator tells of the remorseless spread of the disease. However, no indication is given of the statistical significance of the rapidly superimposed dots, since we are not told what each dot represents. Although the impression given is that of statistical accuracy, it is difficult to see what pupils are supposed to do with information presented in this way.

3 Modern treatment of cholera

The narration draws attention to the modern treatment of cholera. (See picture 3.) Unfortunately, the use of black and white still of an Asian woman with child cholera victim to accompany this narration locates it firmly within the same milieu as all the other black and white stills shown, which is that of "the ignorant and primitive past". During the earlier reconstructed scene of the meeting of the Board of Health, two doctors argue over the way the disease is transmitted. They are agreed, however, that it is spread by "filth and squalor". A teacher might well wish to discuss with her pupils the often so-realized power of images selected as a "simple example".

When historical evidence is represented as a component of a television programme, it becomes something different; it becomes a piece of material, one of many threads forming a cloth of a very different shape and colour than any of its constituent parts. As such, irrespective of the origins or veracity of the "evidence" presented within the programme, all "historical" television programmes, whether or not they are described as "documentaries", might be more comfortably accommodated alongside historical novels. Rather than functioning as an objective collator and presenter of a range of sources of evidence, television reconstructs and re-presents historical evidence.

Television is an entertaining and informative medium, and it will continue to be used as a valuable resource in the classroom. However, it should not be unique among the array of evidential sources deployed by the history teacher in being considered exempt from critical scrutiny.

We hope that the approach briefly outlined here may be useful to the history teacher who is aware of the need to look at television more critically, but who has perhaps been unsure of a "point of entry".

Roy Twitchin is research officer of The Children's Understanding of Television Project, NFER.
Michael Reece is head of department of history and social science, Haverstock School, ILEA.

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Longman's *The American West* is written specifically for the *Enquiry in Depth* section of syllabuses based on the Schools History 13-16 Project, and so, presumably, since its approach and contents are so similar, is Basil Blackwell's. Both of them move from Plains Indians and the buffalo, through Mormons and Manifest Destiny, forty-niners, sodbusters and homesteaders, beef and barbed wire, ultimately, inexorably, inevitably, to genocide. The Indians thought buffalo grew out of the ground, so plentiful were they, but they couldn't understand why Americans shot them and left them on the ground to rot. The Americans' reason wasn't horns or hides, of course, but to solve "the Indian problem"; the blow dealt by the extermination of the buffalo was more mortal than defeat at Wounded Knee.

The story is discreditable but predictable, the story of a fundamental clash between farmers and hunters and all that that entails in terms of relationships with nature, and attitudes to settlement, property and power. It's told in the poignant words of Sitting Bull, Geronimo and Black Elk, as well as those of American travellers, pioneers and soldiers. Both books contain contemporary extracts and photographs, and source-based exercises.

The difference between them is in length, and consequently depth of treatment. The Longman book has 128 pages, at something over 3p a page; the Blackwell has 64, at just under 4p a page. They're both excellent. It would be pointless to buy both, but the choice between them is a hard one.

The USA in the Twentieth Century takes the story further, but it's a story in which America's native inhabitants no longer feature. Settlement and property won out over life in a natural balance, as it had to do through the sheer force of numbers of immigrants pouring into America. This is a book for GCSE written in a simple and straightforward style, its exercises testing comprehension of the texts more than the ability to evaluate sources. This will be very welcome where, no matter what GCSE examiners expect, some candidates find it hard to handle anything but the most basic writing.

Jessica Gerard

EXTRA

If we neglect American history we 'make fools of our ancestors'

The nation and the States

RHODRI JEFFREYS-JONES

Mr John Wood, a teacher at Jedburgh High School in the Scottish Borders, recently observed that "the occasions when pupils can opt for some form of American history in Scottish schools are so few as to be statistically insignificant". He attributed this deficiency to a "marked bias in favour of 'useful' science subjects as opposed to the arts" which has always characterized the Scottish education system.

Is American history just another useless arts subject, doomed to justifiable neglect in England as well as in Scotland? If this is the prognosis, it makes fools of our ancestors. In the 1890s, Derby's MP, Samuel Plimsoll, launched an enquiry into the teaching of American history in elementary schools. In 1941, Duff Cooper, the Minister of Information, called for an urgent expansion of US history in secondary schools. Thanks to such efforts, American history components have gradually become a familiar sight at every level of British education.

Political utilitarianism lay at the root of the drive for expansion. The crusading Plimsoll (he gave us the Line) wanted to eliminate anti-American bias from school textbooks because he favoured Anglo-American co-operation. The 1941 Cabinet aimed to foster "mutual understanding between our two democracies" in order to win the "people's war". The present government's Dr Rhodes Boyson has welcomed post-war expansion of American history because "Anglo-American relations have benefited enormously as a result".

American history, in short, has often been seen as useful propaganda. If it is vulnerable as a discipline, its vulnerability may well be connected with this fact. For the emphasis in propaganda can change. Indifference to the US, stemming from our Common Market membership, or anti-Americanism arising from unilateralist and other sentiments, may well erode support for the teaching of American history. From a different perspective, those purists who wish to strip history of its "relevance" may revive the early 19th-century academic aversion to all things transatlantic.

Pessimism has in recent years settled upon the American studies profession. Staffing cutbacks have occurred, and the American options available to pupils have contracted. Under its chairman Professor Howard Temperley, the British Association for American Studies has formed an American Studies Defence Committee, and in February this year Sir Peter Swinnerton-Dyer of the University Grants Committee singled out the field as one needing and meriting protection at the university level. In the meantime, Mr Chris Mantz, a teacher at the Chesslyn Hay High School in Walsall, has completed a review of the examination boards' new GCSE curricula. His review suggests that American history provision at the schools level will be patchy in the future, unless a complementary measure of protection is afforded.

Uptake figures for the period since 1982 suggest, however, that there is a need to qualify despair with hope, while also making regional distinctions. Nine of the 10 British examining boards have supplied me with uptake figures (the tenth, the Northern Ireland Board, will be offering a GCSE American history module, but sent no historical uptake data). Amid the statistical shambles which British educational pragmatism has produced, it is possible to discern at least one geographic tendency, thanks to the existence of separate examination procedures for Scotland and Wales.

Sitting Bull, chief of the Sioux. Pupils say that American history "helps them make sense of the world's problems and understand America and its stuff on TV"

In Wales American history attracts small numbers which are declining for all courses. In Scotland, the O level American history course has been the least popular of four options on offer under the "Alternative" scheme; the Scottish Sixth Year Studies option is the third most popular out of 10, coming in far behind the study of the Soviet Union.

That class has entered the classroom might be one inference to be drawn from the anti-American tendency in the Celtic-socialist areas of Britain; in a complementary development, the present government's discouragement of Soviet studies and encouragement of US subjects appear to have met with greater success in relatively conservative England. One could query both the study of America in England and the study of Russia in Scotland on the utilitarian ground that one must know one's potential enemies, as well as one's presumed friends.

Scrutiny of the examination-board returns in one way confirms the fears of those who, even in England, lament American history's minor contribution to a general history curriculum of dwindling popularity. American history is the least popular O level area option in the case of the University of London Board; over the years, only about 2 per cent of the history candidates take up the Oxford and Cambridge Board A level American option; O level American history candidacies have been low at the Oxford Delegacy, and have ceased altogether in the case of the Bristol-based Southern Universities' Joint Board.

In another way, however, the figures are less depressing. Take, for example, the Oxbridge Board's O level American history uptake – it comprises a steady 10 to 11 per cent of all history candidates. Can there be any one country outside the British Isles which secures so much attention? It is only when one compares the US uptakes with the continent of Europe that the state of American history appears weak.

Even more encouraging is the fact that American history uptake in Britain as a whole is slightly increasing. This is a strong showing in the light of the uptake decline for history in general. In the striking case of entries for the University of Cambridge Local Examinations Syndicate papers, the number of candidacies of the O level post-Versailles world (inclusive of American) affairs course has in recent years held steady at around 4,750. The modern British history equivalent has slumped by 26 per cent. The Syndicate's overall A level history entries have declined by 22 per cent since 1982, while in the same period American history candidacies have risen by over 50 per cent.

Such figures do not, in themselves, confirm the usefulness of studying American history. To some extent, they reflect political bias, linguistic laziness, and a distressingly widespread inclination to watch junk television of US provenance. Yet some teachers are convinced of the usefulness of the field. Ms Angela Gibson, for instance, head of history at Penwortham Girls' High School, Preston, indicates that this may also be the view of the consumer: her sixth-form pupils "mostly like it! They say it helps them make sense of the news, the world's problems [and] understand America and its stuff on TV".

The dictates of "relevance" and the need to see through the images on the box both help to explain why teachers and pupils opt for American history. If freedom of choice is as important a consideration in educational matters as many consider it to be in the economic and political spheres, then these preferences matter. Nor is this to ignore those who believe that educational subject matter should be selected solely for its intellectual challenge to the student. That challenge is to be found in abundance in writings on American history.

With the exceptions of Wales and Scotland, there is widespread interest in American history and faith in its usefulness. The problems confronting its teachers are not to do with its raison d'être, but with inculcating an outlook which is neither anti-American, nor unduly receptive to those US national biases which, naturally enough, permeate American books and media productions. The problems are also, and above all, to do with resourcing.

Rhodri Jeffreys-Jones is senior lecturer in history at Edinburgh University.

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EXTRA

The legacy of Tudor propaganda

Battle for the truth

ALAN WILKINSON

May God forgive the Tudor family for what they have done to English history! Two years ago, we all dutifully cheered to celebrate Bosworth, "the final battle in the Wars of the Roses" as every schoolboy knows. Tiptoeing in its wake comes the 5th centenary of Stoke Field, which falls on June 16 this year: Stoke, which few people know anything about, since it is surely the most under-reported event of the millennium. The Tudors saw to that.

Shakespeare, having won the crown for Henry VII almost single-handed at Bosworth, makes no mention of it after chronicling the Wars of the Roses in great depth, thereby passing up a dramatic opportunity that is most unlike him. It is a safe bet that he was warned off.

The events of 1487 are perhaps second only to 1066 in their significance. It was a wretched year for Henry and saw the birth of political propaganda in the form of the Tudor myth. The fact that it has endured unquestioned for 500 years speaks for the manner in which it was perpetrated.

Motive? Oh yes, the first Tudor certainly had that. He had ended up with egg all over his royal face, the butt of ridicule, all but destroyed by a youngster masquerading as the "rightful" King Edward VI. The Yorkist plot was simple in concept, impossible to repeat in modern times yet made feasible by the absence of television's probing eye. Rumours, carefully leaked, began to spread in the last days of 1486 when the new monarch was scarcely settled in, continuing until the fierce encounter at Stoke Field.

Past generations have been duped, the victims of mis-teaching, fed with an accepted party-line which has conditioned the whole nation. History – with a capital H – has always been dominated in our educational system by the Tudors. Oddly, we never learnt all that much about Henry VII and there has always been this tendency to dismiss him as the dullest of his dynasty. We learnt that after Bosworth, Henry married Elizabeth of York, everyone married everyone else, peace reigned supreme and all was well with the world. This is not so much an over-simplification as a gross distortion.

A disaffected priest, known for his Yorkist sympathies, had bitterly waved goodbye to his career prospects. The Tudor usurper had made sure he had every possible challenger under lock and key. What if a daring rescue were to take place? Difficult, decided Richard Symonds, the priest. Still, who could argue if someone *pretended* to be an escaped prince of the House of York? Certainly, Henry VII would be hard put to deny it. Who would believe him?

Symonds, planning to coach some presentable child to impersonate the younger of the Princes in the Tower, had one particular boy in mind. It was Lambert Simnel, 10-year-old son of an Oxford artisan, a boy with all the graces despite his lowly birth. Thus was born the Lambert Simnel plot, little more than a prank that got out of control as the day-dreaming became increasingly serious.

Assorted Yorkist fugitives in their safe houses were brought into the project, embellishing the plot with fresh ideas, chiefly to give the young prodigy a new identity, Edward Earl of Warwick, the son of Clarence. The rumours gathered momentum and when the King paraded the real Warwick before the people of London it was seen by many as an act of desperation.

Margaret of Burgundy, as senior survivor of the House of York, gave credence to the Simnel pretensions by declaring him as her nephew, although it was another nephew, John Earl of Lincoln, who was earmarked for Henry's replacement on the throne. There can be little doubt that if the plot had succeeded, young Lambert Simnel would have been disposed of as an embarrassment.

After careful coaching, the boy was whisked across to the Irish Pale, ever a hotbed of Yorkist support, being crowned in Dublin on Whitsunday using a coronet taken from a statuette of the Madonna. It was a moment of great triumph, with the lad being carried shoulder high by the exuberant Irish.

To make a serious bid for the crown, the challengers needed a firm professional backbone and they got it. As the Duchess Margaret's son-in-law, the Emperor Maximilian owed her a favour or two. At her request, he loaned her 2,000 mercenaries under the command of the redoubtable Martin Schwartz, men who were much more experienced in warfare than anything Henry VII could put into the field.

Henry VII, creator of the Tudor myth

As Clarence's supposed son, the Irish took young Lambert to their hearts and were eager to lend their weight to support the Yorkist bid. A large fleet carried the force across the sea to the mainland, disembarking, as the official record tells us, at Fouldrey on the coast of Lancashire.

Since historians have no idea where this Fouldrey is, they are content to present it as a bald fact. But I know. It is called Piel today and I was born and raised on the neighbouring island of Walney. In my education at Barrow Grammar School, no one had ever told me that the last invasion of England had in fact taken place at our home town. Instead, our history had come from dull "approved" textbooks. They called that education, without recourse to the Trades Descriptions Act.

The "two nations" syndrome existed 500 years ago, as now, the north being in favour of the House of York. Accordingly, the Earls led their army through the north on a recruiting trip, crossing the Pennines to Masham, putting the fear of God into the population of Lancastrian York and actually drawing first blood in a night encounter at Tadcaster, another battle that is never mentioned today.

South into Nottinghamshire they marched, fording the Trent and taking up position on top of an escarpment at the village of East Stoke, outside Newark. This has to be mentioned, since so many "authorities" have located the battle in the Potteries.

There is not a lot that can be learnt about the battle which ensued. The King's herald, in an account that did full justice to the trivialities of the march from Kenilworth, dismisses the course of the battle in just one sentence. We know, then, that it lasted for three hours before noon on that warm Saturday. Credit is also given to the excellence of Schwartz and his mercenaries.

Without noble Bedford, Henry's army would have been crushed. Finally, the White Rose house collapsed like a pack of cards. In the general flight to reach the river, hundreds perished in a ravine still known as the Red Gutter. Stoke Field is a site which all history teachers should be compelled to visit, yet it is known to very few, even in Nottinghamshire.

This is a battle which the shaken king badly wanted to forget, which is why it has always been played down, with attention diverted to the glory of Bosworth, even though the death toll at Stoke mut have been seven or eight times that at Ambion Hill. The opportunity soon presented itself, for Henry controlled the new technology (printing). An Italian named Polydore Vergil was brought to court and invited by Henry himself to write a history of England. Vergil was "set up" just as surely as Lambert Simnel had been. Thus was born the Tudor myth, the beginnings of political propaganda.

Henry's marriage to Elizabeth of York, far from uniting the nation, caused anger because he would not have her crowned Queen. Far from being in control of the deteriorating situation, he was taken by surprise due to the invasion via his back door. Stoke was anything but a minor skirmish. Apart from the dead, Henry knighted more than 50 of his best captains on the battlefield, surely token of his great relief. And what of the Yorkists' supposedly rag-tag army? It had come perilously close to victory, thanks to superior artillery.

While it suited the Tudor purpose to depict the enemy as foreign invaders, it was patently absurd to pretend that loyal English lads would not join them in their cause. In a sense, this was ballot-rigging by the king. It angers me, personally, to think that the men of Furness, along with thousands of northerners, fought and died at Stoke Field and yet their very presence is expunged from the records in the name of expediency. Henry Tudor gave no thought to the messenger who rode through the night to bear tidings to news-hungry York, or that his tale would be taken down in the city archives, giving the lie to much of what Vergil wrote.

For 500 years, English children have been mis-taught and denied their true heritage. Either we settle for the soft option and maintain the status quo, simply to save printing costs, or we sort out the mess we're in. If the "soft" south wants to go on believing fairy tales, why should we disillusion them? But the cheated north must ensure that henceforth they look beyond Polydore Vergil for the truth and teach our history.

Adapted by Alan Wilkinson from his book *The Secret Battle*, to be published later this month by Midas of Nottingham, 20 Fletcher Gate, Nottingham NG1 2F2 at £7.50.

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Macmillan, £2.95 each.
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HMSO £3.50. 0 11 493339.

It's still not easy to find GCSE materials suitable for the lower end of the ability range, particularly where the subject matter itself is difficult or complicated. Harry Mills' books on the origins of the two world wars are worth considering, though they are largely just extractions from his *Twentieth Century World History in Focus*, slightly simplified in places. The approach is source-based, and so are the suggested exercises which make up a sizeable proportion of the text. Mr Mills includes all the usual documents, maps and statistics, and, though more and more *Punch* back numbers are familiar as GCSE materials proliferate, some less well-known cartoons. There's the goose-stepping Goosey Gander, for instance, Pax Germanica olive leaf belied by heavy arms and ammunition, wandering "only through the Rhineland. Pray, excuse my blunder".

Somehow, though, the *Path to Destruction* doesn't have quite the impact *20th Century World History in Focus*, whose format was so clear. And it's a pity that misprints such as "Blitzkreig" and "Barbarrosa" couldn't be avoided, and surely a "Diktat" isn't just a "peace settlement imposed on the loser by a victorious nation following a war", as the glossary would have it? *The Road to Sarajevo* seems to have avoided such hiccups more successfully, and doesn't appear so crowded – perhaps the road to Sarajevo was clearer than the overgrown path to destruction in the Second World War.

Grateful as we are for suggested GCSE exercises, sometimes it's also refreshing to find material which comes on its own, neat. The Scottish Office has produced a collection from its archives on the First World War, whose size and clarity make them particularly valuable for source-based work. There are facsimile letters from the trenches, lavishly reproduced posters, photographs of women workers on the Home Front, and a photo of a U-boat at sea with German sailors standing on it so close you can see the expression in their eyes. Many of these will catch the interest, and stimulate discussion.

Janice Spivey

EXTRA

GCSE history and the slower learners

Welsh alternative

STUART BROOMFIELD

Many history teachers will have been alarmed when they looked at their GCSE specimen papers. Was it really the examination that, according to the National Criteria, "will be designed not for any particular proportion of the ability range, but for all candidates whatever their ability relative to other candidates? . . ." the specimen papers that have so far appeared are appropriate for the more able pupils." (*Classroom History* Vol. 1, October 1986.)

In July 1986 a seminar paper entitled "History and the Slower Learner at 16+" was delivered at the annual conference of the Association of History Teachers in Wales. Very similar sentiments to those in the quotation were expressed. It was also feared that the decision to take GCSE down to 90 per cent of the ability range threatened the continued existence of a worthwhile experiment being carried out by WJEC – a certificated course for pupils who did not find the traditional examination courses appropriate to their needs.

During the first term of GCSE teaching the fears expressed in *Classroom History*, Vol. 1 have been consistently reinforced through classroom experience, meetings with other teachers and by the contents of textbooks specifically written for GCSE courses. At present GCSE history appears to be most appropriate for the more able, former O level pupils. In Wales the WJEC Certificate of Education is beginning to find a new relevance. Enquiries abound from teachers whose pupils are struggling with the GCSE syllabus.

It is not the intention of this article to run-down GCSE courses, but to propose strategies that will try to help classroom teachers overcome the current problems posed. It is accepted that the aim of providing one course for 90 per cent of our pupils is a laudable objective, especially when coupled with the assessment philosophy of encouraging all pupils to demonstrate "what they know, understand and can do". At present, however, there can be little doubt that theory and practice are scarcely compatible.

Strategy should be twofold. First, it should not be accepted that GCSE courses should be rigid new orthodoxies. Teachers have a role to play in ensuring that many of the current GCSE courses are made more applicable to a wider ability range. Second, there remains a responsibility to pupils at the lower end of the ability range to provide worthwhile educational experiences to meet their needs. There are some who argue that it was never the intention to teach GCSE courses to 90 per cent of the ability range at this stage, but that in the long-term 90 per cent of the pupils should be capable of achieving standards now attained by our top 60 per cent. This seems more realistic, but if it is the case then alternative courses are required as bridges to the GCSE courses.

It is necessary to examine how present GCSE courses can be adapted to meet the needs of the slower learner. At the root of the issue is the question of language capabilities, especially reading levels. This is confronted in two main areas – the phrasing and structure of questions asked, and the use of evidence.

According to the SEC booklet on GCSE history, the favoured form of assessment is the "stepped question". These should be structured in such a way as to enable all pupils to produce some degree of knowledge and understanding. Unfortunately for many pupils, the confusion arises when they cannot understand the phraseology and the meaning of the question. What is revealed is their level of literacy, not their assimilation of historical skills.

A further problem arises from the recognition that the use of evidence is central to history teaching. Evidence-based questions, rightly provide the basis of most examination papers to be introduced with GCSE. As yet, however, there seems to be no clear policy on the extent that it is legitimate to tinker with written evidence in order to make the sense accessible to a wide ability range of pupils. The current emphasis on 20th-century history increases the problem. Most political speeches require a high level of reading ability and complicated political terms are often difficult to simplify for pupils.

One means of circumventing the problem of reading levels is to assess orally. As far as I am aware the WJEC is the only examination board that has taken a step along this road by introducing an oral as part of their coursework assessment. Experience of an oral examination which comprises part of the WJEC Certificate of Education assessment has shown that many pupils reveal a degree of knowledge unlikely to have been ascertained on a traditional written paper. Oral work is now a vital part of procedures for English GCSE and it would seem natural that it should be used in most other disciplines, especially one so closely concerned with the use of language as history.

It is vital that classroom teachers in England and Wales convey their experiences, concerns and views to the examination boards at this early stage. A conference of the Association of History Teachers in Wales on February 28th this year specifically on the new WJEC Modular Scheme was able to generate a substantial degree of feedback to the Board based on teachers' classroom experience, and there are clear indications that the sample papers initially distributed will be changed in the light of teacher comment.

The exchange of views in a constructive manner is highly encouraging, but the fact still remains that it will be some time before the GCSE courses and examination papers are suitable for the wide range of ability desired by the Secretary of State for Education. In Wales it is fortunate that there is already in existence an examination geared to meet the needs of the bottom 40 per cent of the ability range – the WJEC Certificate of Education.

The history component is entitled "Contemporary Society – Wales in the Twentieth Century World". The course is based around four booklets which include aspects of local, national and international history. The emphasis of the course is on pupils relating their own experiences to those of people in the past. The course is assessed primarily via continuous assessment plus a final oral examination.

Although there are weaknesses in both course books and in the assessment, a serious effort has nevertheless been made to meet the needs of the slower learner and enthusiastic responses have come from teachers and pupils. The scheme has been instrumental in generating useful resource materials and has provided teachers who often merely "rehilt-minded" non-examinee classes with a reasonably structured course. Many pupils currently floundering with the new GCSE course would gain a more rewarding educational experience following this course.

The WJEC Certificate's adoption in many schools in Wales has meant that the lower end of the ability range have the opportunity to demonstrate what they know, understand and can do. Unfortunately there are some heads and administrators who rigidly insist that GCSE be taught to 90 per cent of the ability range and the frustration of teachers in this dilemma was clearly shown at the AHTW day school on February 28. The adaption of GCSE to be more suitable across a wide ability range will take some time. Clearer policy statements are needed from the DES and the Welsh Office on exactly which categories of pupils GCSE is intended for. If it is 90 per cent now, then the SEC needs to start its work all over again and review the syllabuses with reference to the slower learner. If it is 90 per cent in the long term, proposals about teaching the slower learner in the meantime are needed.

In Wales it was fortunate that an alternative course was in existence, although this was largely accidental. As far as GCSE is concerned, the slower learners in our schools can be termed "history's forgotten children", as very little serious consideration appears to have been given to their requirements.

Dr Stuart Broomfield is head of history at St Cenydd Comprehensive School, Caerphilly.

Edwardian cocktail

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Capitalizing on the realization that students are, on the whole, more interested in people than in ideas – and are, therefore, best led to ideas *through* people – the Living Through History series (designed particularly for GCSE purposes) presents topics or periods through the medium of personality. Brief biographies of, in each case, a dozen or more key figures are drawn into a common focus by a unifying introduction and amplified by other more general material.

George Bernard Shaw

Sceptical at first about this mode of approach because of the wide gaps I felt it must leave, I was won over on closer examination by the very reasonable degree of inclusiveness that the careful selection and balancing of personalities manages to achieve. An example. *The Edwardian Era* (in the hands of the versatile Geoffrey Trease whose skillful transmission of history through fiction has delighted hosts of young people) is represented by Arthur Balfour, Edward Elgar, Rudyard Kipling, Admiral "Jackie" Fisher, Jack London, Keir Hardie, Lloyd George, H G Wells, G B Shaw, Margot Asquith, Ottoline Morrell and Sylvia Pankhurst. Most of these stars have their own little attendant galaxies so that the range of representative celebrities is in fact fairly wide. David Mitchell's constellation of Twenties personalities mixing such quintessential Bright Young Things as Brian Howard and Nancy Cunard with Marie Stopes and that most puritanical of Home secretaries, Sir William Joynson-Hicks (or "Jix"), constitutes a particularly brilliant and heady cocktail.

The books are illustrated verbally by many lively quotations from contemporary sources – and pictorially by numerous, mostly unhackneyed prints, photos and cartoons. All this material is very attractively presented, and those who cannot find interest and stimulus in it must indeed be hard to please.

Martin Fagg

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EXTRA

Survival or training?

Leap in the dark

MARTIN BOOTH
GWENIFER SHAWYER
RICHARD BROWN

The day before teaching practice was the worst day I've spent for years. I was miserable." Such a sentiment is not untypical of the majority of the postgraduate historians we are following in our "Training of History Teachers" research project. Teaching practice looms as the great unknown, the testing point of the course, the moment when idealism, commitment and enthusiasm must be turned into the hard currency of classroom practice.

It is the bridging of this gap between theory and practice that so many students find difficult when flung into the hurly-burly of their teaching practice schools. Some tend to revert to the traditional patterns of teaching that they experienced as pupils (our research shows that the vast majority of the 1987 intake had been taught history at school in a limited, didactic way). Notions of developing children's historical thinking can fly out of the window; survival becomes the name of the game.

Why should this be so, now that our training institutions are so committed to the marriage of theory and practice? The tutors are unanimous that their courses must be concerned with giving students both a theoretical understanding of the nature and progress of children's historical thinking and the teaching strategies by which such thinking can be developed in the classroom; and our observation of institution-directed sessions shows how successfully the tutors combine the two.

Typical, for example, of history methods work in the first term of the course at one institution was a Wednesday spent working in a large comprehensive school. The course tutor was with his six students. Together they had prepared materials for work with both an able and less able third year class on the causes of the First World War. Group work was organized, the students shared responsibility for the teaching and afterwards were able to evaluate the lesson both in terms of the levels of understanding the children had shown and the more immediate practicalities of classroom control and management. The course tutor was with the students throughout the process of planning, execution and evaluation, not as judge or assessor but as someone who was part of the team *primus inter pares*, there to encourage the reflection on theory and its relationships to practice.

The school history teachers who are mainly responsible for the students during their teaching practice see their role in a rather different light. Their goals are more limited:

"I have got no doubt that students cover the subject academically; what I do doubt is their ability to manage a class . . . I'm more interested in their management of a class than the content." "I mainly see my part of the process as giving the students a lot of practical help, making sure that they do the nitty-gritty correctly . . . I certainly don't believe in imposing any philosophy of my own on the students . . . I see it more as a kind of 'well that is not going to work is it?' – or 'you made a real mess of that particular lesson because of a, b or c'. I suppose ideally I think the job of actually tutoring should be done in schools rather than training institutions; teacher tutors would be a step forward in training teachers."

This head of department's comment underlines a widespread feeling that it is only the teacher at the "chalk-face" who can effectively help the student – and that the teacher-supervisor's main task is to teach the craft of classroom management. Most school supervisors have little idea of what the training institution has actually done or how they can build on the experiences so as to develop the student teacher's skills and understanding. As one head of department said "I have no idea at all what the training institution tutor's views on the teaching of history are . . .". The comment which followed relegated the training institution to the realm of impractical idealism: ". . . when I was doing the education degree I had this idea that it's all very nice what they are saying but to translate that into teaching 42X might not work . . .". The implication was clear: the student could forget what he had learned at the training institution, theory had little or nothing to say to practice.

With such misunderstanding about the role and aim of the training institution it is hard to see how the new insistence by the DES on partnership with schools is to become a reality. Of course institution lecturers are going into schools as teachers for short periods to get their "recent and relevant experience"; of course senior teachers are sitting on the new professional committees which are planning the initial teacher education courses; of course teachers are involved in interviewing and selecting candidates. But all this will remain so much window dressing unless certain other changes take place.

First, the training institutions must encourage more dialogue between themselves and the schools. Tutors must be aware of the extent to which school history departments are concerning themselves with the development of children's historical thinking, heads of department must be clear about the purpose and extent of the training the student has so far received.

Second, school history teachers need far more guidance about how the student should be supervised. There is a tacit assumption that supervision is something any teacher can do: All the student needs is a sympathetic ear, a shoulder to cry on and a few "tips for teachers". We are convinced that teachers need structured, subject-specific strategies to help them develop their students' (and, dare we say it, their own) teaching skills. Of course history teaching requires good classroom management strategies but these are only the means to the end – teaching history. Training that remains at this level is merely giving the student a survival kit. Helping students to become reflective practitioners who are able to marry theory and practice is as much the responsibility of the supervizing teachers as of the tutors.

We envisage here schools and training institutions together developing a series of exercises which will help the supervising history teacher to form an effective partnership not only with the institution but with the student – a triangular relationship in which each could see the value and purpose of what the other is doing. Such exercises would focus on aspects of teaching history. For example, an empathy exercise would help supervisor and student focus on the historical problem to be understood, the materials to be used and the possible range of outcomes in terms of expected pupil-learning. It would also help the supervisor to evaluate the student on both theory and practice, once the lesson had been given.

All this, of course, presupposes a third factor, a vital prerequisite for creating effective partnership: the time and incentive to realize these goals. Initial Training at the moment is pretty low on the school teachers' agendas, pressed as they are by the demands of GCSE, TVEI, profiling and all the other initiatives being thrust on schools. Unless head teachers and local authorities recognize and make allowance in terms of timetable and salary for the crucial role that school teachers must play in initial training, all the exhortations of DES circulars and the efforts of training institutions will remain so much pie in the sky. Training will remain at the level it is at the moment: a recipe for survival.

Martin Booth, Gwenifer Shawyer and Richard Brown are members of the ESRC Project: Training of History Teachers, University of Cambridge Dept. of Education.

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Is it possible to examine empathy?

Feeling doubtful

ANN LOW-BEER

Can you empathize? Faced with a question which begins "You are Joseph Chamberlain . . ." (worth 25 marks), I have difficulty. Even the one which starts "You are an active suffragette . . ." does not tempt me. Yet I have shared Pooh's experience of "walking gaily along wondering what everybody else was doing, and what it felt like being somebody else". And if I were given the testimony of a real suffragette, her words and experience, I might do more than wonder. Is this empathy, and can it be done with Joseph Chamberlain for examinations?

There is a widespread assumption that the new GCSE examinations require all pupils "to exercise powers of empathy" (Objective 4, Associated Examining Board). Mercifully, the authors of the National Criteria wisely eschewed use of the word empathy. The relevant objective is that: "All candidates will be expected to show an ability to look at events and issues from the perspective of people in the past."

My understanding of empathy has been focussed by a recent booklet, widely recommended, and produced by the Southern Region Examining Board on *Empathy in History*. This does not reassure me that the concept is properly understood, that it should be taught, or that the criteria for assessing it have any validity. That eight different authors contributed to the booklet may account for some of the confusion, but the resulting muddle suggests more serious flaws, to be multiplied across the country by 1988.

The term "empathy" has only come into use quite recently and derives especially from some work of the Schools History Project. It is not true that "volumes have been written on the nature of historical empathy" (SREB p 61). One major article by D Shemilt is remarkably opaque, and I find the "Desiderata for teaching and assessing empathy" unintelligible.[1] It is seriously misleading to suggest that empathy is a concept "as central to history as are subtraction and multiplication in mathematics" (SREB p 10). If empathy *is* an historical concept it does not function like these mathematical comparisons.

Historians discuss *imagination*. It is symptomatic that much of what is said about empathy derives from a well-known passage in which Collingwood explores imagination in history. His views apply best, perhaps, to historical biography. The influence, and the limits of this view are well put in a recent discussion emphasizing that hindsight may be as important as the perspective of the time for historical understanding (p 121, *The Pursuit of History* by J Tosh [Longman].

Imagining is a central feature of human thought which in history is often taken to include empathy. But it has much wider functions encompassing: 1) interpretive thought; 2) thought about practical situations (how Stonehenge was built or a medieval castle defended); 3) a synthesizing "picture" of diverse information. It is clearly important in "reconstructing the past".

Imagination and empathy are frequently inextricably entwined. Some of the "exercises in empathy" could be intelligibly re-written as exercises in historical imagination. The HMI book *History in the primary and secondary years* equates "empathy" with "imaginative reconstruction". The SREB booklet is confusingly ambivalent: "at all levels of empathy the use of imagination is crucial" (p 10). Again "the historian's imagination is found within the operation of every stage" (p 14) but on the opposite page (15), pupils should "appreciate the falsehood of equating imaginative reconstruction with empathy". It seems that the pursuit of "empathy" eventually leads in another direction.

It is clear that empathy involves feelings: "the engagement of one's own feelings and values is a necessary foundation for empathetic understanding" (SREB p4) and "knowledge" alone is not a sufficient condition for "empathy" (SREB p 43). At bottom empathy is an attempt to connect with the feelings of past people: "The first glimmering of empathy can perhaps be taken as the realization that people at the time in question did have feelings . . ." (SREB p 42).

However, actual knowledge about how people felt does not necessarily lead to empathy. "Knowing what life was like in the trenches and being able to describe conditions is not the same as empathizing with the soldiers . . ." (SREB p11). This leads readily to the requirement that pupils must "invent" the feelings of the historical person with whom they must empathize: "What do you think Elizabeth Whiting would have felt?" (SREB p56). Despite this freedom it seems that "empathetic material could be taught, rote-learnt and re-gurgitation tested" (SREB p45).

The ultimate extension of all this is that pupils must empathize with fictitious characters who are given proper individualized names and context (SREB p 23). In this instance the Holocaust is replayed through invented families but many schools have other examples. The exercise becomes one of inventing the feelings of fictitious characters with whom empathy is required.

In the SREB booklet, and elsewhere, an underlying assumption is that "empathy" is always a "good thing". This needs questioning: Sample 6 (SREB p 38), provides an instance of an exercise which focuses on the feelings of an Elizabethan lawyer who in 1583: "had his right hand cut off with a cleaver driven through the wrist by the force of a mallet, upon a scaffold in the market place at Westminster". This is a very teacher-controlled "slot-machine" exercise in which information is given to pupils in snippets and they are required (forced?) to respond to each bit. The emotions aroused are not always predictable and might be both harmful and very genuine.

How then is "genuine" empathy to be examined? The model offered here is that there are five stages in the development of empathetic thinking. There is a "suggested hierarchy" from which it is possible "to define levels of empathetic response for assessment purposes" (SREB p 41), which can be used as the basis on which to construct the mark-scheme. Has this hierarchy, derived from work in the Schools History Project, been tested by any other, more sceptical, group of examiners? Do the levels relate to the amount or kind of information pupils were given?

It is particularly difficult to accept that "stereotyped" and "differentiated" empathy are in a developmental, hierarchical, relationship. Should pupils be taught about this difference? There is some suggestion that the required hierarchy of levels only occurs if pupils are not told that "differentiated empathy" is the higher level: "these levels of thinking can be recognized . . . where the required response has not been taught in advance." (SREB p 13). In assessing "events and issues from the perspective of people in the past" it might well be of crucial importance to know something both of the stereotype of the time and of the individual views, to discern what is a typical or an unusual response in a particular period. Historians do this with or without empathy.

But then historians, who create "history", have been neglected in most of the discussion of empathy in schools. Indeed the SREB booklet suggests on the first page that history is impossible: "Even the most objective of facts such as an ancient eclipse of the sun depends for its historical meaning on the perceptions of the people of the time . . . We cannot rely on inferences about it based on our own 20th century perceptions." This amazing statement ought to signal clearly to everyone involved that pursuit of "empathy" for examinations leads us straight through the looking-glass. I am practising empathy with Joseph Chamberlain in order to get those 25 marks, but I know it is not genuine and wonder if it is history.

1 D Shemilt: Beauty and the Philosopher: Empathy in History and Classroom, *Learning History*. Heinemann 1984.

Ann Low-Beer is a lecturer in the School of Education, University of Bristol

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Required for September, TEACHER (Scale 3) to join team of eight, based at Dudley Educational Computing Centre, Netherton. This is a new post arising from the Authority's plans to expand its provision of computer equipment in schools significantly over the next five years. By September, there will be an Econet system based on B.J. research equipment in each secondary school with an average of about twenty-five stations. Applicants should have substantial experience of working with computers in secondary schools, either in applying Information Technology across curriculum or in teaching Computer Studies. Interested candidates may care to discuss it with Mr. Brian Kennedy (Cradley Heath 634155).
Application forms and further details from and returnable to Chief Education Officer, Westox House, 1 Trinity Road, Dudley, West Midlands DY1 1JB, by 27th April. (08715) 133020

CHALLENGING NEW POSTS FOR TVEI IN NEWHAM

From September 1987

The London Borough of Newham is seeking to make a number of appointments to spearhead the preparatory phase of its TVEI project, which it plans to commence in 4 comprehensive schools from September 1987. The Authority's TVEI Co-ordinator has already been appointed, and the following posts are advertised for the borough TVEI team and at school level.

Support Services (3 posts)

Advisory Teacher for Craft Design and Technology (Senior Teacher scale)

Support Teacher for Computers/Information Technology (Scale 3)

Support Teacher for Careers Education (Scale 3)

SCHOOL TVEI CO-ORDINATORS

(4 posts) (Scale 4)
Appointments will be made at the following 11-19 schools:
Langdon School (Mixed), Sussex Road, London E6. Head Teacher: Mrs P Kaye. Roll January 1987: 1605.
Little Ilford School (Mixed), Browning Road, London E12. Head Teacher: Mr S Raza. Roll January 1987: 1165.
Plashet School (Girls), Plashet Grove, London E6. Head Teacher: Miss H Williams. Roll January 1987: 1025.
Sarah Bonnell School (Girls), Deanery Road, London E15. Head Teacher: Mrs C Goodhill. Roll January 1987: 927.

TEACHERS OF CRAFT, DESIGN AND TECHNOLOGY

(2 posts) (Scale 3)
Appointments are to be made in the following girls-only schools, where the subject is to be developed in line with the Authority's equal opportunity policy.
Plashet School, Plashet Grove, London E6. Head Teacher: Miss H Williams. Roll January 1987: 1025.
Sarah Bonnell School, Deanery Road, London E15. Head Teacher: Mrs C Goodhill. Roll January 1987: 927.
All applicants should have experience of relevant work together with a commitment to the aims of TVEI and in particular to the delivery of equal opportunities to all pupils.
Applications and detailed further particulars are available from the Director of Education, to whom they should be returned by 28 APRIL, 1987 at the latest. Where candidates wish to apply for more than one post this should be made clear on the application form or in a supporting letter.
A. Lockhart MA, Director of Education
379-383 High Street, London E15
AN EQUAL OPPORTUNITY AUTHORITY
(14301)

LONDON BOROUGH OF NEWHAM

Craft, Design & Technology

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
SIR WILLIAM NOTTIDGE SCHOOL
Bellevue Road, Whitstable
CT5 1PX
(Group 11 NS Secondary School)
DESIGN CO-ORDINATOR - SCALE 4 - New Post
Required for September 1987, an experienced and imaginative teacher to co-ordinate the learning experience of pupils, initially within the areas of CDT, Art, Graphics, RE, Needlework/Textiles. The candidate should have clear understanding of all participant subjects with strong interests in Graphic Design and work in 3D. An exciting post for a teacher of vision.
Further details from the Head Teacher (SAE).
Apply by letter, together with full cv and names of 2 referees.
Closing date 16.4.87. (04108) 132118

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
HUNTMERE SCHOOL
Hurst Road, Sidcup, Kent DA15 9AW
Tel: 01-300 5665
Required for September 1987 a C.D.T. specialist as Second in Department, who should be able to adopt a design-based, problem-solving approach. Scale 2 post, possibility of a Scale 3 for suitable candidate.
Details and application forms from the Headmaster. (09581) 132120

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersby Lane, Acton W3 8BY
Tel: 01-992 3566, Ext. 2500
Required for September 1987 or earlier if possible, a CDT Teacher. Scale 2 available for suitable applicant.
Applications are invited from newly qualified or experienced teachers who would welcome working in an exciting educational climate.
A person of great enthusiasm is sought for this new school which is committed to necessary change and progress.
The school has a thriving TVEI programme and is about to launch into a well prepared CPVE scheme. GCSE subjects are studied in Design and Realisation, Graphic Communication and Building Studies with Modular Technology starting in September. An interest in Technology through cross curricular links, especially with Sciences, would be an advantage.
£1,215 London Weighting. Removal expenses payable subject to conditions.
Application forms available from Chief Education Officer, Hadley House, 75-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (04008) 132120

HERTFORDSHIRE
BRANDLESCLOSE SCHOOL
Teacher Scale 3 required September 1987 to be responsible for a Transition Course. The course provides special educational needs of pupils with moderate learning difficulties aged 13-18.
For main advert under Special Education Scale 2/3. (09763) 132120

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNTY POOL OF MOBILE STAFF (Scale 3)
Please see display advert on Page 33
EASTERN AREA
ST ANSELM'S CATHOLIC COMPREHENSIVE
Old Dover Road, Canterbury CT1 3EN
(11 E. 11-19 Co-Ed., N.O.R. 805)
The Governors wish to appoint for September 1987 an Innovative teacher of C.D.T. to teach Craft Design to school up to GCSE and A Level. The school is a member of the Canterbury TVEI Consortium and a contribution to the development of Design and Technology in the TVEI Extension will be important. Possibility of Scale 2 for suitably qualified candidate.
Further details and application forms available from the Headmaster at the school. (SAE please).
Closing date 24 April 1987. (04109) 132120

Scale 1 Posts

CAMBRIDGESHIRE
An Equal Opportunity Employer)
Huntingdon Area
SAWTRY VILLAGE COLLEGE
Fen Lane, Sawtry,
Huntingdon, Cambs.
Required for September, Teacher for Computer Studies and Information Technology (Scale 1). An ideal opportunity to be involved in a developing subject area with every possibility of promotion in the future. A willingness to be innovative and able to work within a team essential.
Application forms and further details from the Warden (SAE). (08744) 132022

CROYDON
See Economics & Bus. Studies - Scale 1 post Ingram Boys' High. (04007) 132022

ITALY
'Milan, see pacos advert - Overseas'. (08209) 133022

KNOWSLEY
HALEWOOD COMPREHENSIVE
The Avenue, Wood Road,
Halewood, Merseyside L26 1UU
(975 pupils on roll)
SCALE 1 TEACHER OF COMPUTER STUDIES/INFORMATION TECHNOLOGY REQUIRED FOR SEPTEMBER 1987
Excellent facilities are available at the school, and at present Computer Studies is taught throughout the ability range and up to 'A' level. The successful candidate should be committed to developing the use of Computer Studies and Information Technology across the curriculum.
Applications by letter, including full cv, and the names of two referees to the Headteacher, to the address above. (09582) 133020

EALING
LONDON BOROUGH
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middx UB6 9LX
Group 11. 12-18 Mixed Comprehensive, No. on roll: 915. 6th Form 146.
Head: Mrs. M.M. Oliver, M.Sc.
Required for September or earlier if possible, Teacher of Creative Arts and Design: Textiles with Drama and/or Pre-vocational Education. Scale 2 available for suitable applicant.
This is an exciting opportunity for a person interested in the wider applications of textile construction and design to work within the Creative Arts and Technology Department which includes the performing arts. Applications from those also qualified in Drama and/or with an interest in pre-vocational education will be particularly welcomed.
A Home Economics qualification or training in any appropriate subject combine this will be equally acceptable.
A Scale 2 post is available for suitably qualified and experienced candidates but this should not deter first appointment applicants.
£1,215 London Weighting. Removal expenses payable subject to conditions.
Application forms available from Chief Education Officer, Hadley House, 75-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (04008) 132120

HAVERING
LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 55811
(roll 850 mixed)
Headteacher: A.W. Grantham, B.Sc.
Required as soon as possible, teacher of Craft, Design and Technology, Scale 2, to join a forward looking department accommodated in four well equipped specialist workshops and a graphics room. The successful applicant will be expected to teach the full range of modern CDT activities and to take responsibility for one area of the curriculum.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (09587) 133120

METROPOLITAN BOROUGH OF WOLVERHAMPTON

EDUCATION COMMITTEE

COLTON HILLS SCHOOL

MUSIC – SCALE 1

Temporary full or part-time teacher required for Summer Term in this 11-18 purpose built mixed comprehensive with nearly 1471 pupils on roll (including 200 in its sixth form) and a strong commitment to community education. It is situated on an extensive campus on the southern boundary of the borough.

NORTHCOTE SCHOOL

GIRLS' PHYSICAL EDUCATION – SCALE 1

Temporary full time teacher required from 5 May to cover maternity leave.

ENGLISH – SCALE 1
ENGLISH/MATHEMATICS – SCALE 1
GENERAL SUBJECTS – SCALE 1

Temporary full or part-time teachers required as soon as possible to cover long term sick leave.

This is a well established mixed comprehensive with about 764 on roll situated in the northern area of the borough well equipped for all areas of the curriculum.

PENDEFORD HIGH SCHOOL

CO-ORDINATOR FOR SPECIAL NEEDS – SCALE 3

Required for September 1987. A keen enthusiastic teacher committed to the whole school approach for pupils with learning difficulties.

GIRLS' PHYSICAL EDUCATION – SCALE 1
BASIC SKILLS – SCALE 1

Temporary full time teachers required for Summer Term only.

The school is a well established 11-18 mixed comprehensive situated on an excellent site near the northern boundary of the borough with about 768 pupils on roll.

PRIMARY TEACHERS – SCALE 1

Experienced full time teachers required immediately for long and short term supply cover in Infant and Nursery Schools.

Forms of application and further details are obtainable by sending a stamped addressed envelope to the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton, WV1 1RR, to be returned within 14 days of this advertisement.

Wolverhampton Metropolitan Borough Council is an equal opportunity employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or racial origin, colour, disability, sexual orientation, or responsibility for dependants.

(14320)

WOLVERHAMPTON the pace setter

SECONDARY CRAFT DESIGN & TECHNOLOGY
(continued)

HERTFORDSHIRE
ST. LUKE'S SCHOOL
Crouch Hall Lane, Redbourne, Herts. AL3 7EY
Tel: Redbourn 2695
GIRLS (11-18)
A qualified and experienced teacher of Craft, Design and Technology interested in working with pupils with moderate learning difficulties.
The school possesses a well equipped craft workshop.
Hertfordshire Achievement Project in CDT is to be introduced. Scale 2(2) plus outer London allowance. A Scale 3(S) post would be available for a suitably experienced applicant able to be additionally responsible for the Leavers Programme at the school.
Further details and application forms are available from the Headteacher, Mrs. Marion Pearce (SAE please).
(08311) 132120

REDBRIDGE
TRINITY R.C. HIGH SCHOOL
Moranington Road, Woodford Green, Essex IG8 0TP
Tel: 01-504 9756
Head P.C.D. Doherty, B.A. (D.Phil.)
Required for April 1987 a teacher for Design Technology in this Roman Catholic 11-18 Group 11 comprehensive school.
The post is on Scale 2 with Outer London Allowance. Assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Please write to the Head as soon as possible for an application form and further details, enclosing a stamped, addressed envelope. (09036) 132139

Scale 1 Posts

BANET
LONDON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Green Lane, Edgware, Middx. HA8 8RT
Tel: 01-958 5310
Mixed, 11-18, Roll 845 Sixth Form 101
Required September 1987, teacher of CRAFT, DESIGN AND TECHNOLOGY to start to work in lively department in this 11-18 comprehensive school. There are two well equipped workshops, and a graphic communications room. A further fully equipped Technology room is planned for September 1987 - all housed in the same block. Applicants should be able to teach to GCSE level in all branches of C.D.T., and have the enthusiasm to become involved in the development of 'A' level work. Interested applicants would be welcome to visit the school to meet the department, but please telephone to make an appointment.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. (S.A.E.)
(09355) 132122

BEDFORDSHIRE
EDUCATION
SANDY UPPER SCHOOL
Engayne Avenue, Sandy, Bedfordshire SG19 1BL
Tel: Sandy 80556
Required for September 1987 a teacher of Craft, Design and Technology, scale one/two, for an established department developing design approach in this 7-13 school. Courses include G.C.S.E. Design and Technology, Computer Science and Technology to 'A' level.
Applications are welcome from candidates to Design teaching through resistant materials or through technology.
Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (09725) 132122

BEDFORDSHIRE
EDUCATION
REDBORNE UPPER SCHOOL AND COMMUNITY COLLEGE
Flitwick Road, Ampthill, Bedfordshire MK45 2NU
Tel: Ampthill 404463
Required for September 1987 a teacher of Technology and Design Realisation, scale one. Examination courses at all levels are established. An interest in computers would be an advantage.
Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (09724) 132122

CUMBRIA
QUEEN KATHERINE SCHOOL
Appleby Road, Kendal LA9 6JF
(County Comp. mixed 11-18. NOR 1180)
TEACHER OF C.D.T.
Required for Sept. 1987 to teach the subject throughout the school. Scale 1 (or 2 for suitably experienced candidate). Courses are offered to GCSE and 'A' level and you would be expected to be involved with developments in technology and design activities. The post is a 3 year contract. The Dept. is being expanded for this period to allow the Head of the Dept. to assist with the curriculum development in the area.
Application forms and further details from the Head (s.a.e. please). Closing date: 1st May 1987. (09805) 132124

CUMBRIA
QUEEN ELIZABETH SCHOOL
Kirby Lonsdale, Carnforth, Lancs. LA6 2SJ
(County Comp. mixed 11-18. NOR 651 BA/D)
TEACHER OF C.D.T. (Scale 1)
Required for Sept. 1987. Qualified teacher with an interest in technology and the ability to teach Art/Graphics.
Application forms and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please), returnable to the Head. Closing date: 1st May 1987. (09667) 132122

DONCASTER
HUNGERHILL SCHOOL
Hungerhill Lane, Edlinghamp, Doncaster
Tel: Doncaster 885811
Required for the Summer Term 1987 Temporary CDT Teacher Scale 1 in a strong and highly successful department with 12-16 year olds.
Please apply directly to the Head of the School as soon as possible.
We are an equal opportunities employer so applications from disabled persons are welcome.
(09708) 132122

DORSET
The authority proposes to appoint from 1 September 1987 permanent Scale 1 full-time teachers who for the first year will be attached to particular secondary schools to replace teachers seconded to serve with the County's Assessment Unit to Head the Implementation of G.C.S.E. Thereafter the teachers will be offered suitable vacancies in schools.
Applications are invited for each of the following areas:
Mathematics
Science (especially Physical Science)
Craft, Design and Technology
Business Studies
Application forms (to be returned by 27 April) and further particulars obtainable (S.A.E. please) from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ. (09583) 132122

EALING
LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex.
Tel: 01-864 8544
Co-Educational 12-18, 125 on roll. Group 19
Required for September 1987 CDT Scale 1. An enthusiastic first appointment teacher is needed to work in this lively department. A multicultural integrated design approach is favoured throughout with an emphasis on technology. We are a supportive go-ahead department with good facilities for individual initiative and would give strong support to a good first appointment.
£1,215 London Weighting per annum. Relocation expenses payable subject to conditions.
Application forms from Chief Education Officer, Hadley House, 783 Yiewsley Road, London W5 5SU (SAE) to be returned by 21st April 1987.
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men.
(09929) 132122

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent DA11 8BG
Required from September 1987, teacher of Craft, Design and Technology, Scale 1, at this expanding Thames-side High School of 880 boys. The school has developed excellent courses, and links with neighbouring F.E. college to provide unrivalled facilities. A newcomer to the profession or the subject would be warmly welcomed, and could expect excellent guidance and support.
Letters of application to the Headmaster, Mr J.M.S. Hassell, M.A., who will provide further details on receipt of S.A.E.
Possibility of help with temporary housing in approved cases. (04110) 132122

NEWHAM
LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: St. E. Hughes
Number on roll: 850
TEACHER OF DESIGN & TECHNOLOGY
Scale 1
Required: September 1987 or as soon as possible.
A post is available in the Design and Technology Department for a Scale 1 teacher. The successful candidate will have the opportunity to teach Design and Realisation and Modular Technology to GCSE level. The Department is well equipped and prepared and the candidate will be encouraged to participate fully in all areas of the Department's work.
London Allowance £1,215.
Application forms (s.a.e. please), available from the Head Teacher to whom completed forms should be returned by 21.4.87.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (09975) 132122

NORTHAMPTONSHIRE
MIDDLETON CHENEY CHENDERIT SCHOOL
Archery Road, Middleton, Cheney, Banbury, Oxon OX17 2NS
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY Scale 1
Required for September 1987 an energetic and enthusiastic teacher of Craft, Design and Technology to join a flourishing Creative Arts and Design Department. Applicants should be eager to teach across the whole 11-18 age and ability range, have a wide grounding in all aspects of design and show good artistic abilities. An interest in technology would be an advantage.
Chenderit is a group 10, purpose-built 11-18 comprehensive school, serving a developing and attractive rural area of south-west Northamptonshire. Oxford and the Cotswolds are within easy reach. The school was opened in 1979, is attractively designed and retains the drive and momentum of a new school and a young, energetic staff.
Application forms and further details may be obtained from the Headmaster, on receipt of a stamped addressed envelope. Closing date two weeks after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(09541) 132122

NORTHUMBERLAND
GALLOWHILL (MAIN) BOARDING SCHOOL
TEACHER OF C.D.T. see our 5th in Special Education vacancies section. (09819) 132122

HERTFORDSHIRE
WARD FREMAN SCHOOL
Bowling Green Lane, Buntingford, Herts.
Group 10-13-18, 500 on roll including 10 in Sixth Form
Required for September 1987 DYNAMIC CRAFT DESIGN AND TECHNOLOGY TEACHER, Scale 1, committed to developing problem solving strategies within our lively expanding department. We offer the full range of C.D.T. courses and the successful candidate will be expected to take a leading role in the continuing development of Design/Communication. A number of new facilities are available including colour computer aided design facilities and a technology laboratory.
For further details of this exciting opportunity, apply in writing to the Headmaster at the School, with c.v. and the names and addresses of two referees, with extra-curricular interests and name of teaching practice school where applicable.
The County Council operates a generous recruitment incentive scheme.
(09753) 132122

Economics & Business Studies

Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
FOREST GATE COMMUNITY SCHOOL
Forest Street, London E7 0HR
Head Teacher: Mrs A. Rowland
Number on roll: 806
Head of Business Studies and Pre-Vocational Education
Scale 4
Required: September 1987 to take overall responsibility for the development and evaluation of all pre-vocational programmes in years 4, 5 & 6 and to initiate development in a well-established business studies department.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by April 21st.
Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (09975) 132218

SOMERSET
COUNTY COUNCIL
PRESTON SCHOOL
Yeovil
(11-16 mixed Comprehensive, NOR 1007)
For September 1987, HEAD OF BUSINESS STUDIES. This key department is responsible for courses in computer studies, writing and keyboard skills and a particular interest in developing the use of keyboarding and word processing would be welcomed.
Application form and further details (addressed envelope please) from the Head at the school.
Closing date 24th April 1987.
An Equal Opportunities Employer. (09547) 132218

SURREY
EDUCATION COMMITTEE
MATRAVERS AND GODOLPHIN SCHOOL
Middlesex Way, Staines, Middlesex TW18 1PF
Y9-16 Mixed Comp. 488 on roll
Well qualified, enthusiastic teacher required to head a DEPT OF BUSINESS STUDIES (Scale 3) with responsibility for developing the department in the 4th and 5th years, the introduction of a double option Business and Information Studies in these years for September 1987. The person appointed would be expected to play a significant role in developing effective information systems across the curriculum and to introduce new approaches to economics education across the curriculum.
The post is available from September 1987.
Application forms (from: Area Education Office, Monument Hill, Weybridge, Surrey KT13 8BZ. Tel: Weybridge 52811. (00940) 132218

Scale 2 Posts and above

CROYDON
BOROUGH OF CROYDON
EDUCATION COMMITTEE
RIDDLESDOWN HIGH SCHOOL
Hornbeam Heights, Purley, Surrey CR8 1EX
Tel: 01-668 5136
To teach Business Studies and Information Technology mainly to Fourth and Fifth Year pupils. There will also be some teaching of Computer Science, Nimbus and 480Z. There are two TVEI courses in Technology and Business Studies.
Riddlesdown is a mixed comprehensive school with, currently, 1400 on the roll. The entry is expected to reduce to, and remain at, six form from 1988.
Salary: Scale 2.
Tenable: 1st September 1987.
For application form and further details please contact the Headmaster, Mr B. Goss. Closing date: 1st May 1987. (04003) 132220

GLOUCESTER
Please see main display ad under secondary section. (09819) 132122

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YS
Tel: Romford 47335
Headteacher: D.A. Steard B.A.
(Roll 1010 Mixed)
Required for September 1987 a teacher of Economics and Business Studies to take responsibility for these subject areas within the Department of Information Technology. Chase Cross is a TVEI School and is offering the Hampshire Business Studies Project as part of the 4th/5th year option system. In addition, both Economics and Business Studies are popular 'A' level subjects and teaching at this level would be available for the successful applicant.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by the 30th April 1987. (09609) 132220

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits.
GARTH HIGH SCHOOL
Lilleshall Road, Morden, Surrey SM4 4DU
Tel: 01-648 4904
Head Teacher: Mr R.D. Stoker B.A.
Age range: 13-18 years
No. on roll: 700
Required September, Scale 2 Teacher to be responsible for Business Studies. There are courses in 4th, 5th and 6th year forms including a substantial commitment to TVEI and CPVE related initiatives.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(09632) 132220

SOMERSET
COUNTY COUNCIL
BUCKLERS MEAD SCHOOL
Yeovil
(11-16 Mixed Comprehensive, NOR 1200)
For September 1987, TEACHER, SCALE 2, for GCSE Commerce/Economics in 4th and 5th years. This is a temporary appointment for one year to cover for the secondment of the present postholder. Some input into Careers teaching required.
Application forms and further details (addressed envelopes) available from the Headteacher on receipt of a stamped addressed envelope. Closing date 21st April 1987.
An equal opportunities employer. (09710) 132220

Scale 1 Posts

BARNET
LONDON BOROUGH OF BARNET
ASBFIELD SCHOOL
Cecil Road, Southgate, London N14 5QU
Tel: 01-366 2609
Co-educational Comprehensive, Roll 911
11-18, Near Southgate tube station
Required September 1987, a teacher of BUSINESS STUDIES (Scale 1). Currently, Typewriting is taught in years 4 and 5 but is anticipated that GCSE Office Technology and Communications will be offered. Sixth Form courses consist of the subjects mentioned below, within the framework of CPVE. Examination levels are GCSE, RSA and Pitman, and some students take GCE 'A' level studies with a Business Studies Course. Expertise is required in some aspects of the following areas: Typewriting, Audio-Typewriting, Word Processing, Office Technology, Business Studies and Shorthand (Pitman 2000 and 'Gregg' series) successful applicant will not necessarily have ability to teach all the above subject areas.
Removal expenses and separation allowances available.
Application forms are available from the Head Teacher, and should be returned within 10 days of this advertisement.
(09332) 132222

BEDFORDSHIRE
EDUCATION
SHARNBROOK UPPER SCHOOL
O'Dell Road, Sharnbrook, Bedfordshire MK44 1JZ
Tel: Bedford (0234) 782211
Required September 1987, a teacher of Economics and Social Studies, scale one. Well established and popular 'A' level courses operate in a sixth form of 220 students in addition to G.C.S.E. and C.P.V.E. courses.
Applications will be welcome from experienced teachers or from enthusiastic newly-qualified entrants to the profession.
Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (09727) 132222

BIRMINGHAM
KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS
Vicarage Road, Kings Heath B14 7QJ
(Voluntary Aided Grammar School: 600 girls)
Required for September 1987 teacher of History and Economics.
Further details available (s.a.e.) from Headteacher on receipt of a stamped addressed envelope. Closing date 1st May, 1987. (08367) 132222

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
Required for September 1987 Teacher of Business Studies Scale 1 to join a departing lively expanding department comprising in: Business & Information Studies, British Industrial Society, Office Studies & Information Processing, Economics, Commerce, Typewriting and Principles of Accounts. The Radcliffe is a TVEI School (Round 2).
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms for further details available (s.a.e. please) from the Headteacher on receipt of an A5 stamped addressed envelope. (09533) 132218

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD COUNTY SECONDARY SCHOOL
Wattleton Road, Beaconsfield
Tel: Beaconsfield 3450
Required for September 1987 p/t (.50) teacher of Business Studies (Sc.1) to join a well equipped department. The post includes teaching Business and Information Technology to mainly 6th form pupils.
Application form and details available from the Headteacher at the School on receipt of (s.a.e.) please. (09514) 132218

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYE VALLEY COUNTY SECONDARY SCHOOL
New Road, Bourne End, Bucks
Required for September 1987, an enthusiastic teacher to lead the development of Economics Awareness and Business Studies throughout the school.
Although a Scale 2 is available for an appropriately qualified and experienced teacher new entrants to the profession are encouraged to apply.
Further details are available from the Headteacher on receipt of a stamped addressed envelope. Closing date is May, 1987. (08367) 132218

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
INGRAM BOYS' HIGH
Springfield Road, Thornton Heath, Surrey CR4 8DP
Tel: 01-653 0801/3
A teacher of Information Technology/Business & Information Studies is required for this 11-18 Comprehensive boys' school, popular and supported by parents. The school has been assessed from the 11-14 age range for 4 years and the first 5th form will complete their GCSE Courses in 1987. Information Technology is taught to all boys throughout their school career and two thirds of the current 4th Year are studying Computer Studies or the Hampshire Business Studies Courses for GCSE. The successful applicant will join an innovative and successful department which has become a major part of the School curriculum. Scale 2 available for suitable applicant.
Salary: Scale 1 or 2.
Tenable: 1st September 1987.
Please apply to the Headmaster.
Closing date: Friday April 24th 1987. (04004) 132221

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON GIRLS' SCHOOL
Gunnersbury Lane, Acton W3 8EY
Tel: 01-992 5566, Ext. 2260
Required September 1987, for one term, Scale 1 TEACHER OF ECONOMICS, GOVERNMENT AND POLITICS. The ability to teach 'A' and 'O' level groups is essential.
The vacancy is due to the promotion of the present member of staff.
The group to be taught are slightly disadvantaged and motivated students.
£1,215 London Weighting.
Application forms available from Chief Education Officer, Hadley House, 783 Yiewsley Road, Ealing W5 5SU (SAE) to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (04012) 132222

SECONDARY ECONOMICS & BUSINESS STUDIES
(continued)

ESSEX
THE HONEYWOOD SCHOOL
Westfield Drive, Coggeshall CO6 1RZ
Tel: (0376) 61231
(Roll 389)
TEACHER OF BUSINESS STUDIES/KEYBOARD SKILLS
Scale 1
Specialist i/c Business Studies/Keyboard skills for well resourced department developing Information Technology courses.
Ability to teach English.
Further details and application forms from the Headteacher (foolscap s.a.e. please). (08737) 132222

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 3TD
Tel: Harwich 506678
(Roll 1,400. Group 12 11-18)
TEACHER OF ECONOMICS
Scale 1
Required September 1987. Well established courses to G.C.S.E. and A Level. Progressive department enjoying strong Sixth Form numbers.
Applications to the Headteacher enclosing a c.v.; names of two referees and a foolscap s.a.e. please. (08772) 132222

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YS
Tel: Romford 47335
Headteacher: D.A. Steward B.A.
(Roll 1010 Mixed)
Required for September 1987 Scale 1 teacher of Economics and Business Studies. Chase Cross is a TVEI School and is offering the Hampshire Business Studies Project as part of the 4th/5th year option system. In addition, both Economics and Business Studies are popular 'A' level subjects and teaching at this level would be available for the successful applicant.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by the 30th April 1987. (09604) 132222

HERTFORDSHIRE
BEAUMONT SCHOOL
Oakwood Drive, St. Albans AL4 0XB
Group 10
September 1987.
A well-qualified teacher of Economics who, in addition to teaching to GCSE and 'A' Level would be expected to share in the teaching of economic awareness to children throughout the school. The person appointed will also be required to teach a second subject and this should be clearly stated in the application.
Please apply by letter, enclosing c.v. and the names and addresses of two referees, to the Headmaster at the school. (08310) 132222

ITALY
'Minus, see paces advert - Overseas'. (08810) 132222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL FOR BOYS
Church Walk, Gravesend
Roll 538. Sixth Form 181
September 1987. Teacher of ECONOMICS Scale 1 required for this expanding Five form entry 11-18 selective school, to G.C.S.E. & Advanced level.
Economics is popular in the school, with some 50 boys taking the subject to Advanced Level each year.
Further details and application form (SAE please) from Headmaster. (04111) 132222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG
Maternity Cover - Scale 1
Please see block advertisement for Leicestershire County Council. (09657) 132222

Scale 2 Posts and above

BARNET
LONDON BOROUGH OF BARNET
QUEEN ELIZABETH II BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive, Roll 996 Sixth Form 140 London Allowance £795 payable. Nearest tube station High Barnet
Required September 1987, an enthusiastic, well-qualified and experienced teacher to be second in the English Faculty. Scale 3 to share in the teaching of English across the full ability range, including 'A' level/O' level Drama.
Applicants should be able and take an overall responsibility for the Drama Department. The successful candidate will be a graduate already holding a post of responsibility with a proven record of successful teaching and solid 'A' level results. The imagination and willingness to initiate development within the Department would be appreciated.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09558) 132490

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, University Honours Graduate to teach English to 'A' level and University Entrance level. An interest in drama would be appreciated, but is not essential. For the right applicant this could be a Scale II post.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, CR0 2AX. (06140) 132490

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FAILSWORTH SCHOOL
Brierley Avenue, Failsworth, Manchester
TEACHER - SCALE 1
Primarily Typewriting. Word Processing and Commerce
Required for September 1987 at this 11-18 comprehensive school to join a thriving Business Studies Department.
A keen interest in modern developments in Information Technology/Computing is desirable.
Application forms/further details (sae) from the Head at the school returnable to him by 1st May.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (09903) 132222

WILTSHIRE
MALMESBURY SCHOOL
Corn Gastons, Malmesbury, Wilts
Mixed comprehensive - 850 on roll
Headmaster: J.A. D'Arcy
ECONOMICS - SCALE 1
Required in September a teacher of Economics and Mathematics. The person appointed would in the first place teach economics in the sixth form and Mathematics throughout the school (including sixth TVEI courses in 1988).
Further details and application forms can be obtained on receipt of a s.a.e.
Applications to:- The Headmaster, Malmesbury School, Malmesbury, Wiltshire SN16 0DF. By May 8th 1987.
Wiltshire is an equal opportunities employer. (08913) 132222

ENFIELD
LONDON BOROUGH OF ENFIELD
ALYLWARD SCHOOL
Wilbury Way, London N18 1BX
Mixed Comprehensive 11-18. Roll 850
Required Easter 1987, teacher of ENGLISH to work mainly with examination groups in years 4 to 6. This is a temporary one term appointment. Scale 2 may be available for a suitably qualified and experienced candidate able to assume responsibility for the Upper School Library.
London Allowance, £795.
Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers of two referees, to the Head Teacher at the school. Closing date 24th April 1987.
An equal opportunity employer. (09569) 132420

SUFFOLK
COUNTY COUNCIL
COUNTY UPPER SCHOOL
Buxton's Way, Bury St. Edmunds, Suffolk IP33 2RF
mixed comprehensive 13-18; 870 on roll, 110 in the 6th Form and a joint 6th Form arrangement with a neighbouring school (providing about 60 of the 200 students)
Required for September 1987, a teacher of English (Scale 1) to join an already strong team of teachers for this very important area of the school. The successful candidate will be expected to teach all ages and abilities and be sympathetic towards total coursework assessment for G.C.S.E.
Application forms available from the Head teacher. Tel: Bourne End 22167. (s.a.e. please). Closing date: 1st May, 1987. (09582) 132422

Scale 1 Posts

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE WYE VALLEY SCHOOL
Bourne End, Bucks. SL8 5BW
Required for September, 1987, a suitably qualified and experienced teacher of English (Scale 1) to join an already strong team of teachers for this very important area of the school. The successful candidate will be expected to teach all ages and abilities and be sympathetic towards total coursework assessment for G.C.S.E.
Application forms available from the Head teacher. Tel: Bourne End 22167. (s.a.e. please). Closing date: 1st May, 1987. (09582) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
THE ALTYMER SCHOOL
Hazlebury Road, London N9 9TN
Voluntary Aided Grammar. Founded 1624
(Roll 1240 Mixed: 330 in Sixth Form)
Required September 1987, Mistress/Mistress (Scale 1) well-qualified and keen English throughout the School to University entrance. There are about 45 'A' level candidates per year. There are excellent libraries, Music and Dance are prominent in the life of the school.
Further details of the School and the post are available from the Headmaster.
Applications by letter (no forms) with the names of two referees, should be sent to the Head Master at the school stating qualifications and experience, and any subsidiary teaching subject or other relevant interest.
London Allowance, £795.
Equal opportunity employer. (09567) 132422

Rewarding Opportunities in Education

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Haringey

SECONDARY SCHOOLS

NORTHUMBERLAND PARK COMMUNITY SCHOOL
(Group 11), Trulock Road, Tottenham N17 0PG.
Tel: 01-801 0091
Roll: 1,100 Social Priority Allowance: £201/£276

Northumberland Park School is a thriving purpose built school with fine facilities where general standards and a carefully structured pastoral system enjoy a high priority.

SECOND MASTER/MISTRESS (PASTORAL)

required for Autumn Term 1987

(Deputy Head status and salary: Group 11)

A highly qualified teacher of proven academic, pastoral and administrative ability is required to work closely with staff and pupils to effect an efficient and caring pastoral system. The successful candidate will join the senior management team and therefore will be expected to play a major part in the organisation and leadership of a complex and growing community. A commitment to the promotion of equality and intercultural understanding is essential.

The post has become vacant owing to the promotion of a Deputy Head to a Headship in another authority.

Teacher of Design and Technology

Scale 1/2 (according to qualifications and experience)
required for Autumn Term 1987.

A well qualified teacher with initiative and imagination is required to join a team of staff committed to design and technology work. Good facilities are available. A scale 2 post is available to a suitably experienced teacher but newly qualifying teachers are welcome to apply. Applicants should be committed to equal opportunities both within the subject area and within the school.

Teacher of Mathematics

Salary Scale 1 – required from September 1987

This vacancy exists due to the promotion of the present postholder. It offers an opportunity to join a school where academic standards and a carefully structured pastoral system enjoy high priority.

An enthusiastic and suitably qualified teacher is required to teach in and contribute to an interesting department. The teaching timetable would depend upon the qualifications and experience of the successful candidate. Applicants with an interest in SMILE would be particularly welcome. A commitment to equal opportunities and intercultural understanding is essential.

Teacher of Modern Languages

Salary Scale 1 – required for September, 1987.

The successful applicant will join an energetic, thriving and committed department. The department teaches French and German and has a commitment to community languages and inter-cultural studies.

Teacher of Physical Education and Dance

(Scale 1) required for September 1987

On-site facilities include an indoor swimming pool, a theatre, a sports hall, tennis courts and a large redgra area. The successful candidate will join an energetic and committed staff.

An enthusiastic and suitably qualified teacher is required to teach P.E. and Dance within the Faculty of Recreation and Performing Arts. It is expected that the successful candidate will make a contribution to the life of the whole school. A commitment to equal opportunities and intercultural understanding is essential.

Application forms and further details are available from the Headteacher of the school, to whom completed forms should be returned by 29.4.87.

WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ. Tel: 01-889 6761
Roll: 1,028 (Mixed)

DEPUTY HEAD (PASTORAL)

Group 11 required for September 1987

An enthusiastic and dedicated person with sound management skills is sought. The successful candidate will work closely with all members of staff to ensure an efficient and caring pastoral system within the school. The school operates a rotating year-based system and the person appointed will be responsible for ensuring that the pastoral and curricular aspects of the School's work are mutually supportive. A pastoral programme, of which the Pastoral Deputy will have general oversight, is in the course of development as part of the core curriculum throughout the school. In addition, the Pastoral Deputy will have overall responsibility for organisation and liaison with the school based social worker and the E.W.O. as well as outside agencies.

The Head and Deputies in the school work closely together as a team seeing the healthy and harmonious development of the school as their first responsibility. They, with the person appointed, will regard all matters affecting the interests of pupils and staff as central to their work.

Applicants should be mindful of the school's commitment to mixed ability teaching, equality of educational opportunity and multi-cultural perspectives in the curriculum. The post has become vacant owing to the promotion of a Deputy Head in the school to a Headship.

Further details and application forms can be obtained from the Chief Education Officer, 48 Station Road, London N22 4TY. Completed forms should be returned to the Headteacher at the School by Wednesday May 6th.

GLADESMORE COMUNITY SCHOOL
Gladesmore Road, Tottenham, London N15 6TJ

11–18 years, Co-educational, Comprehensive, Community School situated on one site. Roll: 1,100, of whom 90 students are in the Sixth Form.
Telephone: 01-800 0884 Headteacher: Helen Marmot.

P.E. (Girls)

Scale 1

Required as soon as possible, an enthusiastic P.E. specialist to work with girls and boys from 11 to 18. The school enjoys excellent on-site facilities for P.E. and Games, including a new Sports Hall. The successful candidate will join a well established department within a Faculty including Drama and Music. This is a suitable appointment for a first year teacher.

Social Priority Allowance £201/276.

A Job Description and forms of application are available from the Headteacher, to whom completed applications should be returned by 24th April 1987.

Applications are invited for the above vacancies. Unless otherwise stated, application forms and further details may be obtained (s.a.e. please) from Chief Education Officer, 48 Station Road, London N22 4TY and should be returned to this address.

London Allowance £1,215 payable. Removal Expenses – 100% in approved cases for permanent posts.

SECONDARY ENGLISH
continued

BEDFORDSHIRE
EDUCATION
SHARNBROOK UPPER SCHOOL
Quill Road, Sharnbrook, Bedfordshire MK44 1QU
Tel: Bedford (0234) 781221
Required for September 1987, a teacher of English, scale one, to join a Department staffing to give to a number GCSE English and Communications course. Opportunities exist to teach English to all levels up to 'A' level and to contribute to Performing and Creative Arts course.
Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (09728) 132422

BEDFORDSHIRE
EDUCATION
SHARNBROOK UPPER SCHOOL
Quill Road, Sharnbrook, Bedfordshire MK44 1QU
Tel: Bedford (0234) 781211
Required for September 1987, a teacher of Performing Arts. An ability to teach English or Communications would also be welcome. Performing and Creative Arts is a new modular GCSE course and would offer an exciting opportunity to either an experienced teacher or a new entrant to the profession.
Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (09729) 132422

BEXLEY
LONDON BOROUGH
BEXLEY GRAMMAR SCHOOL
Danson Lane, Welling, Kent DA16 2BL
Tel: 01-304 8538
Roll 800 mixed
Required for the Summer Term 1987, one full-time and one part-time teacher for English.
Further details and application forms available from the Headmaster. (09530) 132422

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
INGRAM BOYS' HIGH
Springfield Road, Thornton Heath, Surrey CR4 8DZ
Tel: 01-683 09043
Wanted for September, a Teacher of English, at this small (4FE) 11-16 Comprehensive School, popular and well supported by parents. The English Dept. is vigorous and enthusiastic in the development of the courses and teaching methods for the new GCSE examinations for which preparation began long ago. A successful applicant will enjoy working in a happy friendly atmosphere and will wish to become involved in many facets of the School's life. The School has been expanding during the last four years and the first group of 5 Forms will complete their GCSE courses in 1987/88. An interest in Drama/Media Studies would be an advantage but not essential.
Salary. Scale 1.
Tenable: 1st September 1987.
Please apply to the Headmaster.
Closing date: Friday, April 24th 1987. (09800) 132422

DORSET
POOLE GRAMMAR SCHOOL
Gravel Hill, Poole BH17 7JU
(670 boys, 12-18)
Required September 1987 A Graduate to teach English (Scale 1). The successful applicant will be expected to take a minority time teaching commitment in one or other (or both) of French and German.
Application forms and further details from the Headmaster on receipt of s.a.e. (09599) 132422

DORSET
WINTON SCHOOL
Coronation Avenue, Bournemouth BH9 1TW
(Boys' Bilateral, 11-16, 700 on roll)
Required September 1987, for one year only, teacher of English with some lower school History. Scale 1.
Apply in writing to the Headmaster giving full c.v. and the names and addresses of two professional referees. (09957) 132422

EALING
LONDON BOROUGH
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middx. UB6 9RX
(Boys 11, 13-18. Mixed Comprehensive)
No. on roll: 915. 6th Form 145
Head: Mrs M.M. Oliver, M.Sc.
Required for the Summer Term, a part-time ENGLISH Teacher to work mainly with the Lower School. Scale 1 pro rata. This post could become a full-time position for a person also interested in assisting in the Learning Support Department by helping pupils with special needs. This involves both direct supporting pupils and staff within the classroom in various curriculum areas. Now advertisement under Special Needs.
There is a strong possibility that such a part-time stack will become permanent.
E.R.I.T. Union Working.
Application forms available from Chief Education Officer, Dudley Porter, Town Hall, Uxbridge Road, Ealing W5 2HL (SAE) to be returned by 21st April 1987.
Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origins, responsibility for dependants, from people with disabilities and from lesbians and gay men. (04013) 132422

HILLINGDON
LONDON BOROUGH OF HILLINGDON
JOHN PENROSE SCHOOL
Northwood Way, Harefield UB9 6ET
Number on roll: 475. 30 in Sixth Form
Headteacher: Mr V.H. Andrews A.B., M.A.
ENGLISH (SCALE 1)
Required for beginning of May or September 1987 a teacher of English (Scale 1) to teach the subject throughout the school up to 'A' level. The school is a developing 4 f.e. comprehensive school in a pleasant rural setting.
Application forms available from and returnable to the Headmaster at the school.
Outer London Allowance Payable. (08919) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
SCHOOL
Wilbury Way, London N18 1BX
Required Easter 1987 teacher of English Scale 2.
For further information see under English Scale 2 posts. (09563) 132422

HOUNSLOW
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 3QG
Tel: 01-747 0031
Headteacher: Mr B.S. Hurrell, B.Sc.
SCALE 1 TEACHER
Required for the beginning of the Summer Term 1987, a teacher of English to take classes initially in the first three years. Candidates should indicate if they are able to offer a second subject.
The post is available on a temporary basis to cover a maternity leave vacancy.
Letters of application in the first instance to the Headmaster giving details of qualifications and the names and addresses of two referees (s.a.e. foolscap please) within seven days.
London Allowance £795 per annum.
We are an Equal Opportunity Employer. (08708) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
SOUTHFIELDS SCHOOL
Maplewell Road, Gravesend, Kent DA11 7RP
Required for September 1987 by lively English Department, experienced teacher of English (scale 1) with ability to teach across the full range and ability range up to 5th year CSE/O' Level (GCSE). Interest in taking over aspects of bookshop an advantage.
Apply direct to the Headmaster at the school giving a full curriculum vitae and the names and addresses and telephone numbers of two referees.
Possibility of help with temporary housing in approved cases.

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent DA12 4LF
Roll: 1100. Group 10 mixed, 11-17 High School (also adapted for physically handicapped pupils and having a Special Unit on campus).
The school occupies an extremely attractive site on the eastern outskirts of the town and has proved popular.
Temporary Teacher of Drama/English required for the first half term of the Summer Term 1987. This vacancy arises from a maternity leave.
Applications, with letter, should be sent to the Headteacher, together with a curriculum vitae and naming two referees, as soon as possible. Further details will be forwarded on receipt of a stamped, addressed envelope.

NORTH KENT AREA
CHATHAM, WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue, Waldershade, Chatham, Kent ME5 0LE
Required for September, 1987 a well qualified Scale 1 teacher of English to join a lively and supportive department. The successful candidate will be expected to share the GCSE work and have an input into Special Needs.
Letters of application with full c.v. and names/addresses of two referees to the Headteacher.

EAST KENT AREA
KING ETHELBERT SCHOOL
Canterbury Road, Birchington on Sea CT7 0BS
Required for September 1987, teacher of English (Scale 1) with a particular interest in the development of Media Studies.
Application forms and further details from the Headmaster.
Closing date within 2 weeks of appearance of this advertisement.

SOUTH KENT AREA
ST EDMUND'S RC SECONDARY SCHOOL
Old Charlton Road, Dover
Required for September 1987, a Scale 1 English Graduate to teach up to GCSE level in this 4 F.E. Catholic School. Ability to teach R.E. and Drama an added advantage. Catholic preferred.
Applications naming two referees to the Headmaster at the school. (04112) 132422

LONDON E7
ST ANGELA'S URSULINE CONVENT
Forest Gate, E7
Girls Comprehensive, 530 on roll
Required for Summer term only, temporary teacher of English. The vacancy is a result of a secondment.
Please apply in writing to the Headmistress, giving names and addresses of two referees. (09644) 132422

OVERSEAS
Please see VSO display ad. under Overseas Appointments. (08804) 132422

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ST AMBROSE HIGH SCHOOL
HIGH SCHOOL
Eliza Avenue, Swinton M27 1EZ
(11-16 Mixed Comprehensive - 560 on roll)
TEACHER OF ENGLISH
Preferably with Catholic Teaching Certificate, required for 7th April 1987 or as soon as possible thereafter. This is a Scale 1 permanent post.
Please send s.a.e. for application form and further particulars to the Headteacher at the above address. Closing date 10th April, 1987. (08118) 132422

SUFFOLK
COUNTY COUNCIL
COUNTY UPPER SCHOOL
Beaton's Way, IP4 5L
Bilingual
TEACHER OF DRAMA
Sec Secondary English Scale 2. (09573) 132422

Geography
Heads of Department

BARNET
LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Grange Hill Road, Edgware, Middx. HA8 0QT
Tel: 01-959 3410
V.A. Mixed Comprehensive. Roll 1053. Sixth Form 138
Required September 1987, a competent and well-qualified HEAD OF GEOGRAPHY Scale 3. The successful candidate will manage a popular and well-supported department within this 11-18 school. The teacher appointed will share Heads of Department in evaluating and creating a whole Lower School curriculum.
Practising Catholic Preferred.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09556) 132618

REDBRIDGE
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside, Ilford, Essex IG6 2JS
Tel: 01-550 2581
Head: J.D. Moore, M.A.
Required for September 1987: a well qualified and experienced teacher of Geography to lead a strong and developing department in this highly selective boys' grammar school. Courses are offered to G.C.S.E. A & S level.
Apply immediately by letter to the Head, including c.v. and the names and addresses/telephone numbers of 3 professional referees.
The post is on Scale 3 with Outer London Allowance, assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Further details/application forms available from the School. Closing date: 3 May 1987. (09535) 132618

SURREY
ST. JOHN'S SCHOOL
Leatherhead
Head of Geography required for September 1987.
Details Page 64. (09435) 132618

WEST SUSSEX
HEAD OF GEOGRAPHY
CHICHESTER HIGH SCHOOL FOR GIRLS
(Group 12, Girls Comprehensive)
Salary Scale 3
Required September 1987 a well qualified graduate able to teach Geography to 'A' and 'S' level.
Application form and further details available from Headmistress, Chichester High School for Girls, Stockwell House, Chichester, West Sussex PO19 1QQ. Please quote ref. 3/GEOG.
Closing date: 24th April, 1987. (09128) 132618

Scale 1 Posts

DORSET
POOLE GRAMMAR SCHOOL
Gravel Hill, Poole BH17 7JU
(670 boys, 12-18)
Required September 1987 a graduate to teach Geography and some Geology (Scale 1).
Application forms and further details from the Head Teacher on receipt of s.a.e. (09253) 132622

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
KASKENMOOR SCHOOL
Roman Road, Hollinwood, Oldham
GEOGRAPHY TEACHER - Scale 1
Required immediately, to teach the full ability range up to GSE & 'O' Level. Temporary to 31st August 1987.
Please apply by letter to the Head at the school including full c.v. and names and addresses of 2 referees as soon as possible.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (09907) 132622

SANDWELL
METROPOLITAN BOROUGH COUNCIL
LANGLEY HIGH SCHOOL
See advertisement under Drama Scale 1. (08712) 132422

SUTTON
LONDON BOROUGH OF SUTTON
CHEAM HIGH SCHOOL
Cheam Common, Cheam SM3 8PW
Tel: 01-644 5790
GEOGRAPHY - SCALE 1
Required for September 1987, mastermistress to teach Geography throughout this six form co-ed school. Courses are taught to GCSE. This year the school has an enthusiastic sixth form. Cheam High is one of five schools in the borough where TVEI courses began in September 1986. The Geography Department is involved in piloting GYSL materials.
Letters of application with c.v. and names and addresses of two referees to the Head, as soon as possible. (09536) 132622

History
Heads of Department

CUMBRIA
NEWBORN R.C. SCHOOL
Llamora Place, Carlisle LA5 1NA
(VA RC Comp. Mixed 11-18 NOR 523)
Required Sept. 1987 qualified, experienced and enthusiastic teacher for one year, which includes some important administrative work within the school.
Application forms and further details from the Head (s.a.e. please). Closing date 29.04.87. (09650) 132618

HAVERING
LONDON BOROUGH OF HAVERING
MACROBE HEART OF MARY GIRLS' SCHOOL
70 St. Mary's Lane, Upminster RM14 2QR
Tel: Upminster 52660
Headteacher: Miss J.M. Johnson, B.D., B.Sc. (Roll 700, sixth form 88)
Required for September 1987 a well qualified and experienced graduate teacher to be Head of History Scale 3. The History course for GCSE is the Schools Council Project and numbers opting for 'A' Level are increasing. This post provides an opportunity for a historian with a modern approach to lead a developing department and participate in curricular innovations within the school.
Further details and application forms are available (see please) from the Headteacher and should be returned by the 28th April, 1987. (09605) 132618

WILTSHIRE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD
Tel: Swindon (0793) 852121
Head Teacher: Mr J.H. Lewis
A co-educational Comprehensive School for 1300 pupils aged 11-18 years
Required for September, 1987 Scale 3 Adviser in History to the Humanities Faculty.
An enthusiastic commitment to the development of integrated humanities courses for all pupils up to G.C.S.E. level is essential as is proven expertise in the teaching and exposition of History at 'A' level.
The successful candidate will also assume the responsibility of a Curriculum Co-ordinator in the Humanities Faculty and be committed to an active role as a tutor in the pastoral structure of the school.
Application forms available from the Headteacher at the school (s.a.e. please). Closing date Friday, 8th May, 1987.
Wiltshire Local Education Authority is an Equal Opportunities Employer. (09554) 132618

Scale 1 Posts

BIRMINGHAM
KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS
Vicarage Road, Kings Heath, B14 7QJ
(Voluntary Aided Grammar School: 600 girls)
Required for September 1987 teacher of History and Economics.
Further details available (s.a.e.) (09741) 132622

CUMBRIA
WHITEHAVEN ST. BENEDICT'S R.C. HIGH SCHOOL
Rosebanning
Tel: 0946 4488
(11-18 Voluntary aided, co-educational comp. NOR 836)
HISTORY TEACHER (Scale 1)
Required for Sept. 1987 to share the teaching (across the full ability range) from 1st year up to 6th. The ability to offer Social Studies or Economics advantageous as would be a willingness to make a contribution to extra-curricular activities.
Further details from the Head, to whom completed letters of application giving names and addresses of also 2 referees should be sent. Closing date: 1.5.87. (09691) 132622

DORSET
ST ALDHELMS SCHOOL
Sherborne DT9 4EQ
(590 mixed 11-16 co-educational)
Required for September 1987 Teacher of History (Scale 1) to assist with teaching up to GCSE level. Initially this is a temporary appointment for one year with the possibility of extension to permanency.
Application forms (s.a.e. please) to be returned by 1 May. (04103) 132622

HAVERING
LONDON BOROUGH OF HAVERING
TREA ACADEMY
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 52811
(Roll 805)
Headteacher: A.W. Grantham, B.Sc.
Required for September 1987 teacher of History Scale 1 to teach the subject to G.C.S.E. level. Ability to teach Economics in the main school an advantage.
Further details are available from the Headteacher to whom letters of application enclosing full curriculum vitae and the names of two referees should be sent. (08769) 132622

HILLINGDON
LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham UB10 8AS
Number on roll: 901, 147th Sixth Form
Headteacher: Mr D.C. Bell, M.A., F.R.S.A., JP.
HISTORY (SCALE 1)
Teacher of History (Scale 1) required for September 1987 in a developing department. An interest in Modern European history is essential and the ability to teach Government and Politics at 'A' level would be helpful. Applicants are welcome from experienced teachers and from new entrants to the profession.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (08923) 132622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent DA11 8AQ
(Roll: 800)
Required in the Summer Term a temporary teacher of History to cover for a teacher's maternity leave. The appointment is for approximately 3 months.
Application by letter to the Headmistress, giving full curriculum vitae and the names and addresses of 2 referees. (SAE please). (041131 132622

Home Economics
Heads of Department

ESSEX
BRENTWOOD COUNTY HIGH SCHOOL
Shenfield Common, Brentwood CM14 4JP
Tel: Brentwood 232482
(Roll 1080)
HEAD OF HOME ECONOMICS, Scale 3
Required September, 1987 a well qualified teacher to lead department, with experience of recent curriculum developments, in well equipped attractive accommodation.
Fringe Allowance payable.
Application forms available from the Headteacher (s.a.e. please) to be returned by 8th April, 1987.
Wiltshire Local Education Authority is an Equal Opportunities Employer. (09558) 132618

SECONDARY HOME ECONOMICS
continued

HAMPSHIRE
HAMBLE SCHOOL
Satchell Lane, Hamble SO3 5NE
11-16 Comp. mixed
SCALE 3 HEAD OF HOME ECONOMICS
Required September 1987 Teacher (Scale 1) of Home Economics. The Department teaches Cookery, Needlework and Parentcraft up to GCSE.
Applications from teachers new to the profession especially welcome.
Application forms available from the Headteacher at the school (SAE please). (04118) 133022

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(V.A. 13-18 Upper Comprehensive, N.O.R. 1350. 250 in Sixth Form).
Required for September 1987, a qualified teacher of Home Economics, Scale 1. Many aspects of Home Economics taught to all levels of ability including 'A' level in addition to CPVE and non-examination courses. Excellent facilities.
Application forms and further details can be obtained from the Headmaster to whom applications should be returned by 27th April 1987. (09441) 133022

ENFIELD
LONDON BOROUGH OF ENFIELD
CHASE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3SD
Roll 810
Required September 1987, enthusiastic and well-qualified teacher HOME ECONOMICS, Scale 1. The department teaches Home Economics, Foods, Catering and Textiles to G.C.S.E. It is housed in a new attractive and well-equipped block comprising of two Home Economics rooms and a Textile room. Ability to teach Textiles and Home Economics across the ability range is desirable.
The school becomes a co-educational school in September 1988. By September 1987 the first three years will be mixed. Chase School is situated in a popular residential area in the northern part of Enfield close to Green Belt. It enjoys a good reputation with local residents.
London Allowance: £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to the Headmaster. Closing date 24th April 1987.
An equal opportunity employer. (09366) 133022

HAVERING
LONDON BOROUGH OF HAVERING
ACADEMY OF ST MARY GIRLS' SCHOOL
70 St. Mary's Lane, Upminster RM14 2QR
Tel: Upminster 52650
Headteacher: Miss J.M. Johnson, B.D., B.Sc.
(Roll 700 sixth form 88)
Required for September 1987 a well qualified enthusiastic Home Economics Teacher, Scale 1, to join a lively department.
Further details and application forms are available (see under 'Secs. Craft, Design & Tech. Scale 2'.
(04017) 133020

Scale 1 Posts

BEXLEY
LONDON BOROUGH
PICKRY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Telephone Erith 41371
Required for the Summer Term 1987 a temporary Part-Time teacher of Home Economics preferably on Thursdays (i.e. 50%). Day possibly negotiable.
Please contact the Headteacher initially by telephone for application form. (09583) 133022

CAMBRIDGESHIRE
AN EQUAL OPPORTUNITY EMPLOYER
CITY OF ELY COMMUNITY COLLEGE
Downham Road, Ely, Cambs. CB6 1BB
Required from September, 1987 a TEACHER OF FOOD & NUTRITION (Scale 1) with some work in Child Development, to teach across the age and ability range in this Group 11 Community College.
Application form and details from the Principal (s.a.e. please) returnable by 24th April 1987. (09661) 133022

CUMBRIA
NETHERHALL SCHOOL
Netherhall Road, Maryport CA15 6NU
(County Comp. mixed 11-18 NOR 1054)
HEAD OF HOME ECONOMICS (Scale 1)
Required for Sept 1987 to teach GCSE courses in the H.E. FOOD, H.E. Textiles and H.W. Childcare, non-examination courses and also to participate in City and Guilds 365 courses.
Application forms from and returnable from the Head by Closing date: 1st May 1987. (09381) 133022

DORSET
AVONBOURNE SCHOOL
Barewood Avenue, Bournemouth BH7 6NY
(Girls 11-16 Bilateral, NOR 1064)
Required from September 1987 enthusiastic teacher (Scale 1) for main progressive Home Economics department throughout mixed ability years to enable the school to GCSE level. Applications from all qualified teachers and suitably experienced teachers, whether on welcome or probationary.
Further details and application forms available from the Headteacher (s.a.e. please) to be returned by 8th April, 1987.
Wiltshire Local Education Authority is an Equal Opportunities Employer. (09554) 132618

DORSET
CASTLEFIELD SCHOOL
Queens Avenue, Dorchester DT1 2ET
(Girls' 13-18 Comprehensive, 700 pupils)
Required September 1987, Teacher (Scale 1) of Home Economics. The Department teaches Cookery, Needlework and Parentcraft up to GCSE.
Applications from teachers new to the profession especially welcome.
Application forms available from the Headteacher at the school (SAE please). (04118) 133022

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(V.A. 13-18 Upper Comprehensive, N.O.R. 1350. 250 in Sixth Form).
Required for September 1987, a qualified teacher of Home Economics, Scale 1. Many aspects of Home Economics taught to all levels of ability including 'A' level in addition to CPVE and non-examination courses. Excellent facilities.
Application forms and further details can be obtained from the Headmaster to whom applications should be returned by 27th April 1987. (09441) 133022

ENFIELD
LONDON BOROUGH OF ENFIELD
CHASE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3SD
Roll 810
Required September 1987, enthusiastic and well-qualified teacher HOME ECONOMICS, Scale 1. The department teaches Home Economics, Foods, Catering and Textiles to G.C.S.E. It is housed in a new attractive and well-equipped block comprising of two Home Economics rooms and a Textile room. Ability to teach Textiles and Home Economics across the ability range is desirable.
The school becomes a co-educational school in September 1988. By September 1987 the first three years will be mixed. Chase School is situated in a popular residential area in the northern part of Enfield close to Green Belt. It enjoys a good reputation with local residents.
London Allowance: £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from, and to be returned to the Headmaster. Closing date 24th April 1987.
An equal opportunity employer. (09366) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
SIR ROGER MANWOOD'S SCHOOL
Sandwich, Kent CT13 9JX
Voluntary Controlled Mixed Grammar School 11-18 590
Required for the Summer Term 1987 a temporary teacher of Home Economics Scale 1 pro rata.
Applications to join this Group 11 Comprehensive School should be sent to the Headmaster, giving full curriculum vitae and the names and addresses of 2 referees.
Closing date: 1.5.87. (09691) 133022

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ORIEL HIGH SCHOOL
Orial Avenue, Gorleston, Gt. Yarmouth NR31 7JJ
N.O.R. 700. 12-16 Mixed Comprehensive
Required September 1987.
HEAD OF HUMANITIES - Scale 3.
Experienced, enthusiastic graduate to lead this department, which forms an important part of the core curriculum, in this innovative school. The post includes responsibilities for a wide range of courses.
Closing date 24.4.87.
Applications by letter, with names of two referees and full c.v. to the Headteacher from whom further details are available (see above). (08761) 133218

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
PRINCES RISBOROUGH COUNTY SECONDARY SCHOOL
Merton Road, Princes Risborough, Aylesbury, Bucks, HP17 0DT
Required for September 1987, an experienced and enthusiastic teacher for the post of Head of Maths Department, Scale 3. The department uses SMP 11-16 in lower school and is following the S.E.C./G.C.S.E. (with course work). In upper school. An interest in and ability to help with the schools new computer installation would be an advantage, but not essential.
Further details and application form obtainable from Headteacher on receipt of s.a.e. Tel: Princes Risborough 5496. (08381) 133418

DORSET
CORFE HILLS SCHOOL
Higher Blandford Road, Corfe Milton, Wimborne BH21 3JH
(age range 13-18) N.O.R. 1300, 300+ in Sixth Form. Group 12
Required for September 1987, a Head of Mathematics (scale 4) to lead a team of twelve teachers. Maths staff teaching GCSE. Our 'A' level subjects are taught jointly for the Sixth Form groups. Computer Science teaching helpful but not essential.
Letter of application including c.v. and the names and addresses of two professional referees to the Headmaster at the above address by 24th April 1987. Please indicate 'Head of Maths' on envelope and include large s.a.e. for reply. (09962) 133418

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
FAKENHAM HIGH SCHOOL
Wells Road, Fakenham, Norfolk NR21 9HP
Group 11, 11-19 Age Range. N.O.R. 1150 all ability mixed.
Required for September 1987, Head of Mathematics Department, Scale 3. The Department uses SMP 11-16 in lower school and is following the S.E.C./G.C.S.E. (with course work). In upper school. An interest in and ability to help with the schools new computer installation would be an advantage, but not essential.
Further details and application form obtainable from Headteacher on receipt of s.a.e. Tel: Princes Risborough 5496. (08381) 133418

WILTSHIRE
DORCAN SCHOOL
St. Paul's Drive, Covingham, Swindon SN3 5DA
Acting Head Teacher: Mr. B. Fenby
HEAD OF HUMANITIES SCALE 4
Required for September, 1987, a Head of Humanities, combined to an integrated approach to History, Geography, Social Studies and Religious Education within this area of the curriculum and agree to extend the Modular Framework which has been established in the last year in this 11-16 comprehensive. The successful candidate should be able to contribute to the planning of curricular links with other areas, English and Humanities have developed a lower school integrated approach already.
Please send s.a.e. for details and application to the Acting Head Teacher. Closing date for applications: Monday, 27th April, 1987.
'Wiltshire is an Equal Opportunities Employer'. (08359) 133218

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: Sir E. Hughes
Number on roll: 950
TEMPORARY TEACHER OF HUMANITIES & HEALTH EDUCATION
Scale 1
Required: April 1987.
A teacher of first year Humanities and Health Education is required to cover for maternity leave.
London Allowance £1,215.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 21.4.87.
Director of Education, Education Offices, 319/321 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (08878) 133222

SHROPSHIRE
WROCKWARDINE WOOD
New Road, Wrockwardine Wood, Telford, Shropshire TF2 6JZ
Tel: Telford 812461
11-16 mixed comprehensive school
Required for September 1987. Temporary, Full-time Scale 1 Teacher of Humanities, for one year, to teach integrated Humanities across the age and ability range.
Application forms and details from the Head to be returned by 22nd April 1987 (SAE required). (08980) 133222

Mathematics
Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5EF
Required for September 1987 Head of Mathematics Department Scale 3. A well qualified and experienced teacher is sought to lead a department of 12. There is a strong tradition of success in the department at all levels with a good entry to Higher Education. Applications will be welcomed from enthusiasts for modern teaching methods and approaches.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details available from the Headteacher (s.a.e. please) quoting ref. MATHS/HOD. Closing date for applications: 24 April 1987. (09554) 132618

Humanities
Heads of Department

ESSEX
THE COLNE HIGH SCHOOL
Church Road, Brightlingsea CO7 0QL
Tel: (0206 30) 3511
(Roll 1, 179)
HEAD OF HUMANITIES Scale 3
Required September 1987, experienced teacher to lead team of 9 staff in pleasant rural school. Excellent opportunity for curriculum development and career advancement.
Closing date for applications: 1st May 1987.
Details and application forms available from the Headteacher (s.a.e. please). Essex County Council is an Equal Opportunities Employer. (09554) 132618

Assistant Teachers

Required September 1987 (unless otherwise stated) at:-

1. ALDERMAN CALLOW SCHOOL & COMMUNITY COLLEGE, Group 9 (541 on roll)

Applications are invited for appointment of **DEPUTY HEAD** (Community) at this School and Community College.

The appointment will be from September 1987.

Application forms and further particulars from the Head, Mr. G.N. Way, MA. at the school, Mitchell Avenue, Coventry CV4 8DY. Tel. 0203 467779 to whom completed applications should be returned by 24 April 1987.

2. CALUDON CASTLE MIXED COMPREHENSIVE SCHOOL, Axholme Road, CV2 5BD. Tel. 0203 444822 (1282 on roll)

HEAD OF MUSIC Scale 3. A strong and forceful personality is sought to develop Music within a well resourced department in this school, recently re-designated co-educational.

The school produces a musical each year and the cross-curricular links with Dance and Drama need further enhancement. Potential growth points are the development of links with Primary Schools, and within Caludon, the creation of a choral tradition along with exploration of the potential of electronic music.

3. ERNESFORD GRANGE SCHOOL & COMMUNITY COLLEGE, Princethorpe Way CV3 2QD. Tel. 0203 453121 (Social Priority School 1880 on roll)

SECOND IN MATHEMATICS Department Scale 3. To assist in the running of this progressive department which is piloting Coventry's GCSE modular course. The ability to teach across the age range including 'A' level pure and applied Mathematics is essential. Applicants should be interested in Community Education.

4. FOXFORD MIXED COMPREHENSIVE SCHOOL, Grange Road, CV6 6DB. Tel. 0203 367444 (Social Priority School 1080 on roll)

HEAD OF INFORMATION TECHNOLOGY Scale 4. The successful applicant would act as a consultant to other departments seeking to develop their use of Information technology. The postholder would join a team of teachers developing the TVEI course in the school and would take responsibility for developing the computer literacy components of the curriculum. These include courses from the First Year to 'A' level. The school is well resourced, having three purpose built computer rooms, a Computer Based Learning Unit, microelectronics and control laboratory and computer developments in English, Music and Business Studies. There is also technician support.

5. SIDNEY STRINGER SCHOOL & COMMUNITY COLLEGE, Cox Street, CV1 5NL. Tel. 0203 51756 (Social Priority School 1379 on roll)

a. Required September 1987 or as soon as possible. An imaginative Scale 1 teacher with ability to teach in more than 1 of the following areas:; Music, Drama, and Dance within an innovative, creative arts faculty. The Faculty is developing a combined arts syllabus within the context of the multi cultural community college.

b. Required September 1987 or earlier if possible. **MUSIC** Scale 1, to become a member of a highly developed faculty of creative arts. The post offers a teacher with ambition and insight a full range of experiences in a School and Community College setting.

6. BISHOP ULLATHORNE RC MIXED COMPREHENSIVE SCHOOL, Leasowes Avenue CV3 6BH. Tel. 0203 414515 (902 on roll)

Required from 2 September 1987, **RELIGIOUS EDUCATION** Scale 1 to teach up to GCSE level and ability to teach GCE 'A' level would be an advantage. This is a temporary appointment to cover a maternity leave.

7. CARDINAL WISEMAN RC SCHOOL (11-18 Mixed Comprehensive), Potters Green Road, CV2 2AJ. Tel. 0203 617231 (Social Priority School 1530 on roll)

Required immediately. **RELIGIOUS EDUCATION** Scale 1. Temporary appointment to cover a maternity leave. Apply immediately.

For the above 2 posts: Apply to Clerk of the Governors c/o the school.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present/last Head Teacher, to the Head Teacher at the school concerned (unless otherwise stated) within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required.
Canvassing disqualifies.
We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

Cheshire

Application forms (send s.a.e.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases

N. J. FITTON
Director of Education

HEADS OF DEPARTMENT

HEAD OF BUSINESS STUDIES SCALE III
Neston County Comprehensive, Raby Park Road, Neston, South Wirral. Tel 051-336 2902
An established school of 1360 pupils, including 6th form of 160.
Required for September 1987 to lead a successful and imaginative department covering a wide range of courses, including skills and Economics to 'A' level.
Candidates should be interested in developing integrated teaching, as well as courses for "new" 5th formers.
Closing date 24th April 1987.

HEAD OF PHYSICS — Scale III
St Gregory's R.C. High, Cromwell Avenue, Westbrook, Warrington
Required for September 1987 at this new purpose-built Comprehensive.
Application forms available from and returnable to Rev. Cannon C Mullane, c/o St Gregory's R.C. High.

HEAD OF MUSIC SCALE II
Sts. Fisher & More R.C. High, Milton Avenue, Widnes, WA8 7XW.
11-18 Comprehensive.
Required for September 1987. The Governors are seeking to appoint a Committed Catholic who is able to build energetically on an established department.
Closing date for application May 1st 1987.

SCALE 2 POSTS & ABOVE

DEPUTY HEAD OF PHYSICS — SCALE 3
Whalley Comprehensive, Sycamore Drive, Ellesmere Port, South Wirral L66 2NU
1300 on roll, mixed, large 6th form.
Required as soon as possible.

TEACHER IN CHARGE OF MUSIC — Scale 2 + SPA
Norton Priory, Castlefields Avenue East, Castlefields, Runcorn WA7 2NT.
Experienced, required for the Music Department to work with other areas within the Performing Arts. (Help with housing available). Closing date 30th April 1987.

SECONDARY MATHEMATICS
continued

ESSEX

MIDULBHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: Chelmsford 260101
(Roll 1400)
HEAD OF MATHEMATICS
Scale 4
Required September 1987, teacher with relevant experience and good qualifications, to lead successful Department. Accommodation and facilities in school philosophy are conducive to good teaching.
Applications to the Headteacher from whom further details may be obtained (foolscap sae please).
(087761) 133418

Scale 2 Posts and above

BUCKINGHAMSHIRE

COUNTY COUNCIL
MILTON KEYNES AREA
HEAD OF DEPARTMENT
MATHEMATICS
RADCLIFFE SCHOOL
See under Secondary Head of Department. (095255) 133420

EALING

LONDON BOROUGH
EDUCATION SERVICE
EALING GREEN HIGH SCHOOL
Ealing Green, London W5 5EW
Tel: 01-579 2424, Ext. 2710
Second in Maths Department
Scale 3.
Graduate Mathematician to teach all levels of ability throughout the school. There is a large demand for A Level Mathematics courses in the 6th Form and an ability to offer Statistics teaching would be an advantage. In the lower school the department is offering GCSE courses to the Mod Prog.
The successful candidate should be enthusiastic with investigational approaches to mathematics teaching. An interest in the development of game strategies and an approach to mathematics recreational would be an advantage.
L/A15 per annum London Weighting. Relocation expenses payable subject to conditions.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) to be returned by 21st April 1987.
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (09926) 133420

EAST SUSSEX

WILLIAM PARKER SCHOOL
Parkstone Road, Hastings
TN34 3EN
Voluntary controlled boys comprehensive, 11-18. Roll: 1370 (160 in sixth form)
From September, experienced Mathematics Teacher (Scale 2) to contribute to the work of the Mathematics Department according to qualifications and experience.
Relocation grants in approved cases. forms (sae please) from the Head Teacher. (09523) 133420

ESSEX

HERDINGHAM SCHOOL
Feldham Road, Silte
Hedingham, Halstead CO9
3QH
Tel: (0787) 60470
(Roll 1070)
DEPUTY HEAD OF MATHEMATICS Scale 3
Required September to teach at all levels including Examine Candidates. Further Mathematics, Statistics, Prevocational Courses, interest in Investigative Methods. Strong Department.
Details and application forms (foolscap sae please) from Headteacher, returnable 14 days.

CHELMER VALLEY HIGH SCHOOL
Court Road, Broomfield, Chelmsford CM1 5SR
Tel: (0245) 440232
(Roll 993, including 97 in Sixth Form)
TUTOR AND TEACHER OF MATHEMATICS Scale 3
Required September 1987 to teach all levels and abilities including A Level. Ideal for good, proven teacher seeking first promotion.
Letter application direct to the Headteacher including cv and details of two referees, (foolscap sae please) by two weeks after appearance of this advertisement.

SAFFRON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27585
(Roll 1350 11-18 Co-Ed. Comprehensive 185 in sixth form)
See our ad under deputy headships. (09738) 133420

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNTY POOL OF MOBILE STAFF (Scale 3)
Please see display advert on Page 61. (04116) 133420

HAVERING

LONDON BOROUGH OF HAVERING
SECONDARY SUPPORT TEAM
MATHEMATICS AND SCIENCE TEACHER, SCALE 3
A vacancy in the Secondary Support Team from September 1987 for an experienced and well qualified teacher of Mathematics and Science.
The 15 strong Support Team is deployed mainly on a termly basis to cover vacancies caused by late resignations, maternity leave or through protracted illness. Post would suit a teacher seeking to broaden his or her experience of a wide range of schools for two or three years before seeking further promotion.
Application forms are available (sae please) from the Director of Educational Services (ref: Staffing DRT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 28th April 1987. (09618) 133420

LONDON
JAMES ALLEN'S GIRLS' SCHOOL East Dulwich Grove, London SE22
G.B.A. - 810 girls
Required for September 1987, a well-qualified graduate to join a department of eight teaching throughout the school, including further Maths, 'S' Level and Oxbridge entrance.
Please see Independent section for full details.
(31398) 133420

MANCHESTER

ST. BEDE'S COLLEGE
Alexandra Park, Manchester M16 8MX
There are 84 pupils in the College including a Sixth Form of 935
Required for September 1987 MATHEMATICS
(up to scale 3)
The College seeks a good honours graduate to contribute teaching up to Oxbridge level in a very strong department. The successful candidate will be required to make a substantial contribution to Sixth Form teaching (both Upper and Lower Sixth have sizes). We should prefer to appoint an experienced teacher with a proven examiners record up to Oxbridge level and we are prepared to pay up to Burnham Scale 3 for the right person. However, those recently qualified should not be deterred from applying and we would be prepared to pay above Basic Scale for a talented young Mathematician especially if that person was prepared to assist with sport (rugby, soccer, netball, hockey, cricket).
Apply by letter with full curriculum vitae, and names and addresses of 3 referees to the Headmaster, from whom further details may be obtained.
Closing date April 10th, 1987. (09585) 133420

SURREY

EDUCATION COMMITTEE
SWELL HIGH SCHOOL
Ruxley Lane, West Ewell, Surrey KT19 9JW
13-18 Mixed Comp. 821 on roll including 105 in Sixth Form
Required for September a teacher to be 2 i/c of the MATHEMATICS Department. Scale 3 post available.
Further details and application forms from the Headteacher at the school. Tel: 01-397 0671. (09935) 133420

Scale 1 Posts

BARNET

LONDON BOROUGH
CHRIST'S COLLEGE
Hendon Lane, Finchley, London N3 1BA
Tel: 01-346 1607
Boys' Comprehensive. Roll 944 Sixth Form 182
Required September 1987, Full or Part-time teacher of MATHEMATICS (Scale 1) to GCSE or 'A' level to join a thriving and vigorous department. An interest in Computer Education would be helpful but not essential.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Further information on request. (09553) 133422

BARNET

LONDON BOROUGH
RAVENSCROFT SCHOOL
Barnet Lane, London N20 8AZ
Tel: 01-445 9905
Co-educational Comprehensive. Roll 705 Sixth Form 50
Required Summer term 1987, teacher of MATHEMATICS to work in a well-organised department and to teach Maths to GCSE. Some 'A' level work is available for a suitable candidate. This is initially a temporary post but may become permanent in September. Scale 2 available for candidate of suitable experience.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09554) 133422

BEDFORDSHIRE

EDUCATION
BEDFORD UPPER SCHOOL AND COMMUNITY COLLEGE
Fitzwick Road, Ampthill, Bedfordshire MK45 2NU
Tel: Ampthill 404463
Required for September 1987, a teacher of Mathematics, scale one, to teach the full range of G.C.E.E. courses including Bedfordshire foundation course. 'A' level work is available.
Application forms and further details from the Headteacher at the above address (quote ref. 3/2). Closing date 1st May. Tel: 0525 381257 (24hrs). (09428) 133422

BARNET

LONDON BOROUGH
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, London N12 8TA
Tel: 01-445 0105
V.A. Boys. (1318. Roll 795. Sixth Form 128
Required September 1987. Applications are invited from suitably qualified graduates to teach MATHEMATICS at all levels throughout the school. Ability to teach an affiliated subject would be an advantage and preference will be given to practising Catholics.
The post is particularly suitable for new entrants to the profession. Scale 1.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09569) 133422

BEDFORDSHIRE

EDUCATION
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford MK41 8PX
Tel: Bedford (0234) 64541
Required for September 1987, a teacher of mathematics, scale one.
'A' level mathematics (Cambridge syllabus and Further Mathematics are very popular courses and the department also teaches GCSE, C.P.V.E. and C.E.E. work.
Close links with science are maintained through faculty structure.
Application forms and further details from the Headmaster, S.A.E. please, with a letter of application giving the names and addresses of two referees.
An Equal Opportunities Employer. (09780) 133422

BEDFORDSHIRE

EDUCATION
WOOTTON UPPER SCHOOL
Hill End Road, Wootton, Bedford MK43 9HS
Tel: Bedford (0234) 767123.
Required for September 1987, a teacher of Mathematics, scale one. Applicants are sought with the qualifications to teach to 'A' Level Mathematics and further Mathematics.
Application forms and further details from the Headmaster, S.A.E. please.
Closing date: 30th April 1987.
An Equal Opportunities Employer. (09718) 133422

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
READING SCHOOL
High Road, Reading RG1 5LW
NOR: 620
Required for September 1987: A TEACHER OF MATHEMATICS (Scale 3).
Reading School is a maintained boys' Grammar School of 620 pupils, including 120 Borders and a 6th Form of 170, of whom 100+ study mathematics to 'A' level. The post involves teaching the subject at all levels. An interest in Computing would be welcome as would help with Games, CCF, or other activities.
Full details of the post and of the School available from the Headmaster. An open application should be made (no forms).
Closing Date: April 24th 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (08594) 133422

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
THE WYE VALLEY SCHOOL
Bourne End, Bucks. SL8 5SW
Required for 1st September, 1987, a suitably qualified and experienced teacher of Mathematics, Scale 1, to join a team who are currently reviewing the position of this very important subject within the school. The Headteacher is seeking to appoint a person who can bring enthusiasm and is sympathetic to pupil centred learning.
Application forms available from the Headteacher (s.a.e. please). Closing date: 1st May, 1987. Tel: Bourne End 22161. (09585) 133422

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER
THE QUEENS SCHOOL
Corporation Road, Wisbech PE13 2RE
Tel: Wisbech 585937
Headmaster: Mr J.H. Piercy, B.Sc.
GROUP 1G
Required for September, 1987:-
Teacher of Mathematics, Scale 1.
The Queen's School is a new 11-16 mixed comprehensive school opened in September, 1985. The Mathematics Department is housed in a self-contained block.
Mathematics is taught through an individualised learning scheme in the lower school; and through G.C.E.E. courses in the upper school. The successful applicant will be expected to teach across the age and ability range.
Further details and application form available from the Head Teacher at the above address (s.a.e.). Closing date 4th May.
(17138) 133422

BEDFORDSHIRE

EDUCATION
BEDFORNS UPPER SCHOOL AND COMMUNITY COLLEGE
Fitzwick Road, Ampthill, Bedfordshire MK45 2NU
Tel: Ampthill 404463
Required for September 1987, a teacher of Mathematics, scale one, to teach the full range of G.C.E.E. courses including Bedfordshire foundation course. 'A' level work is available.
Application forms and further details from the Headmaster at the above address (quote ref. 3/1). Closing date 1st May. Tel: 0525 381257 (24hrs). (09429) 133422

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
INGRAM BOYS' HIGH
Springfield Road, Thornton Heath, Surrey CR4 8DZ
Tel: 01-653 0901/3
A teacher of Mathematics is required for September at this small 4 F.E. 11-16 Comprehensive and Sixth Form School, popular and well supported by parents. The School has expanded during the last few years and the first group of 5th Forms will be completing their GCSE courses in 1987/88.
The Mathematics Dept. is a very strong one, following the IMS scheme and has been thoroughly prepared for the GCSE examination and its required teaching method. This post would be ideally suited for a first appointment. You would be teaching in a happy friendly school well supported by experienced colleagues.
Salary: Scale 1.
Tenable: 1st September 1987.
Please apply to the Headmaster.
Closing date: Friday, April 24th 1987. (09700) 133422

DORSET

The Authority proposes to appoint from 1 September five permanent Scale 2 Mathematics teachers who for the first year will be attached to particular secondary schools to replace teachers seconded to serve with the County's Assessment Unit to Head the Implementation of G.C.S.E. Thereafter the teachers will be offered suitable vacancies in schools.
Applications are invited for each of the following areas:
Mathematics
Science (especially Physical Science)
Craft, Design and Technology
Business Studies
Application forms (to be returned by 27 April) and further particulars obtainable (S.A.E. please) from Chief Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.
(04085) 133422

DORSET

AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth BH7 6NY
(Girls 11 - 18 Bilateral, NOR 1006)
Required from September 1987, teacher of Mathematics (scale 1) to teach all abilities to GCSE, SMP 11-16 well-established in the lower school.
Further details and application form available from the Headteacher (SAE please). Closing date Monday 27th April. (09928) 133422

HERTFORDSHIRE

VERULAM SCHOOL
Brampton Road, St. Albans, Herts. AL1 4PR
Well established, Group 1, all-ability boys' school of 6th Form
Required for September, teacher of MATHEMATICS Scale 1, plus London Allowance, to teach the subject from first year up to GCSE. An opportunity is available for some of the work for a suitably qualified person but applications from those who could teach at a less exacting level.
Applications, together with curriculum vitae and the names and addresses of two referees, to the Headmaster as soon as possible. (08950) 133422

KNOWSLEY

HEY COMPREHENSIVE
Seel Road, Ruyton, Merseyside L36 6DG
(750 pupils on roll)
SCALE 1 MATHEMATICS TEACHER REQUIRED FOR SEPTEMBER 1987
Young, suitably qualified teacher, preferably one who is interested in the introduction and implementation of practical, investigatory approach. Opportunity to work in computing.
Further details available from the Headmaster. Applications by letter including the names of two referees and a full c.v. to the Headmaster within ten days. (09630) 133422

NORTHAMPTONSHIRE

MIDDLETON CHENEY CHENDERIT SCHOOL
Archery Road, Middleton Cheney, Banbury, Oxon. OX7 8TT

TEACHER OF MATHEMATICS: Scale 1

Required from September 1987 a teacher of Mathematics for the 11-18 age range.
Chenderit is a group 1G purpose-built 11-18 comprehensive school, serving a developing and attractive rural area of south-west Northamptonshire. Oxford and the Cotswolds are within easy reach. The school was opened in 1975, is attractively designed and retains its drive and mountain of new school and a young energetic staff.
Application forms and further details may be obtained from the Headmaster, on receipt of a stamped addressed envelope. Closing date two weeks after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, race and disability. (09602) 133422

Mid Glamorgan
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHING STAFF
Required for 1st September, 1987
CYNON VALLEY DISTRICT
Blaengwawr Comprehensive School, Aberdare
HEAD OF MATHEMATICS
Graduate in Mathematics (preferably with honours) qualified to teach the subject to be Head of the Mathematics Department and to organise and develop the subject throughout the School up to 'A' and 'S' levels. The successful candidate will be required to co-ordinate the school's assessment systems and to assist generally in the administration of the School. Senior Teacher Scale.
Application forms to be returned by 1st May, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, Old Boys Grammar School, Hirwaun Road, Treoynon, Aberdare, CF44 8DY. Tel. Aberdare (0685) 877755.
MERTHYR TYDFIL DISTRICT
Bishop Hedley R.C. High School, Merthyr Tydfil
HEAD OF MATHEMATICS
Experienced Honours Graduate is required to be responsible for the organisation of Mathematics throughout the School to scholarship level. Scale 4.
Application forms to be returned by 1st May, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Pontmorlais, Merthyr Tydfil, CF47 0UA, Tel. Merthyr Tydfil (0685) 2761.
OGWR DISTRICT
Brynteg Comprehensive School, Bridgend
Graduate in MATHEMATICS to teach the subject throughout the School. The ability to offer 'A' level statistics essential. Scale 1.
Application forms to be returned by 1st May, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Sunnyside, Bridgend, CF31 4AN, Tel. Bridgend (0656) 62111.
RHYMNEY VALLEY DISTRICT
Bedwas Comprehensive School
Teacher of MATHEMATICS and SCIENCE. The majority of the timetable would be in Mathematics and an interest in I.T. or Computer Studies would be an advantage. Scale 1.
Rhymney Comprehensive School
(Social Priority Allowance payable)
Graduate in MATHEMATICS to teach the subject throughout the school up to and including 'A' level with the ability to assist in Computer Studies and Science. Scale 1.
Application forms to be returned by 1st May, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Caerphilly Road, Ystrad Mynach, Hengoed, CF8 7PT, Tel. Hengoed (0443) 816018.
CENTRAL OFFICE APPOINTMENTS
YSGOL GYFUN CWM RHYMNI
Athro/athro graddedig mewn MATHEUATEG cymwysiadig i ddysgu'r pwnc.
Ysgol Gytun Rhydfelen, Pontypridd
1. Athro/Athrawes gyda'r cymwysterau priodol i ddysgu GWYDDONIAETH A MATHEMATEG yn bennaf yn yr Ysgol Iaid. Ystyrir y gallu a'r diddordeb i ddysgu'r cynllun T.A.G.A. a Technoleg Gwybodaeth yn gymhwyster ychwanegol. Graddfa 1.
2. Athro/Athrawes gyda'r cymwysterau priodol i ddysgu'r pwnc hyd at lefel arholiadau TGAU. Cynllun wedi'i Chwyched Dosbarth i'w ngatalyddi profiadol gydag chymwysterau addas. Graddfa 1.
Application forms to be returned by 1st May, 1987, obtainable on receipt of a stamped, addressed, foolscap envelope from the Director of Education, Mid Glamorgan County Hall, Cathays Park, Cardiff, CF1 3NF. Tel. Cardiff (0222) 820232.
AN EQUAL OPPORTUNITIES EMPLOYER
E. ROBERTS
DIRECTOR OF EDUCATION

SECONDARY MATHEMATICS
continued

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
SWIGGER MANWOOD'S SCHOOL
Sandwich, Kent CT13 9JX
Voluntary Controlled Grammar School (1 830 pupils including 100 boarders and 150 sixth formers
SCALE 1 MATHEMATICS GRADUATE
Required for September 1987 a Mathematics Graduate (Scale 1) to teach mathematics to G.C.S.E. level. Advanced level work possible for a suitable candidate. Staff courses in all seven years. Ability to teach fourth year computing looked for. Willingness to help with extra curricular activities welcomed.
Application by letter with full c.v. to the Headmaster.

NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent DA11 9BQ
Required from September 1987, teacher of Mathematics, scale 1, required for this expanding 11-18 mixed comprehensive of 980 boys. An interest in using computers within the teaching of the subject is essential, and comprehensive training in the use of new technology will be given. Applications will be welcomed from teachers new to the profession - or the subject - who can approach the profession and support.
Letters of application to the Headmaster, Mr J.M.B. Mason, M.A., who will provide further details on receipt of SAE.
Possibility of help with temporary housing in approved cases.

SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RJ
Tel: Gravesend 65818 or 533633
Required for September 1987 a teacher of Mathematics, Scale 1. Enthusiasm for and ability to teach all abilities from 11-17 years in this busy department.
Apply direct to the Headmaster at the school giving a full curriculum vitae and the names and addresses and telephone numbers of two referees.
Possibility of help with temporary housing in approved cases.

WEST SECONDARY BOYS' SCHOOL
Highfield Road, Dartford, Kent DA1 2LZ
(Tel: Dartford 20835)
Required for September, 1987 Mathematics Teacher (Scale 1) to join a very successful department. The candidate will be expected to teach throughout the school to G.C.E.E. level. The post is hoping to start S.M.P. with the First Year intake in September, 1987.
Please apply to the Headteacher at the school.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
WALDERSLADE SECONDARY SCHOOL FOR GIRLS
Bradfields Avenue, Chatham, Kent ME5 0LE
Required for September, 1987 or earlier if possible well qualified teacher of Mathematics, Scale 1. Would suit College leaver. The successful candidate will have the opportunity to teach the full ability range and to help develop courses leading to GCSE. The ability to teach computing advantageous.
Please apply in writing in first instance enclosing c.v., to the Headmistress.

WESTLANDS SCHOOL
Westlands Avenue, Sittingbourne, Kent ME10 1PF
Co-educational School organised on the Thames-side Scheme where the first two years are fully comprehensive, pupils transferring at 12 to the Upper Schools depending on ability and/or parental choice. 1400 pupils.
Required for September 1987 a teacher of Mathematics, Scale 1, to teach across the age and ability range depending on experience. At present the school is following the Midlands Course, the Southern Arithmetic GCSE Course, RSA Arithmetic and Certificate of Proficiency in Arithmetic courses. The Kent Mathematics Project (an individual learning system) was introduced into the first year in September 1986. This will lead to Kent Mathematics Project GCSE with the London & East Anglian Board in 1991.
Applications from both experienced teachers and college leavers welcome.
Applications together with names and addresses of two referees to the Headmaster at the school.

MASCALLS SCHOOL
Paddock Wood, Kent TN12 6LY
11-18 Co-Educational Comprehensive - Roll 1350
MATHEMATICS SCALE 1
Required for September 1987, a Qualified specialist graduate to teach across the age and ability range, including Advanced Level. Well-equipped, spacious school in favoured area. Ideal opportunity for newly qualified applicants.
Please apply to the Headmaster by letter naming two professional referees. S.A.E. please. (04117) 133422

OVERSEAS

Please see VSO display ad. under Overseas Appointments. (08805) 133422

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
BLUE COAT C.E. SCHOOL
Horsedge Street, Oldham
MATHEMATICS TEACHER - Scale 1
Required from September 1987 at this 11-18 Church of England School to teach up to and including 'A' level.
A willingness to offer some Junior Integrated Science would be an advantage.
Application forms/further details (sae) from the Head at the school returnable to him by 1st May 1987.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (09906) 133422

REDBRIDGE

HAINAULT HIGH SCHOOL
Manford Way, Chigwell, Essex IG7 4JY
Tel: 01-500 2254
Head: J.I. Westbury, M.Ed., Dip.Th.
Required for September 1987 a teacher of Mathematics to teach across the whole age and ability range, including 'A' level. The successful candidate will join a vigorous, enthusiastic and successful department. With it's own suite of specialist rooms, the 11-16 Maths is being introduced throughout the school with 'A' level courses and applied Maths becoming increasingly popular as are the vocational maths courses offered in the sixth form. The post would suit a well qualified probationer or an experienced teacher.
The post is on Scale 1 with Outer London Allowance; assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Please apply by letter to the Head as soon as possible, giving full details and the names and addresses of 2 professional referees. (08546) 133422

REDBRIDGE

VALENTINES HIGH
Cranbrook Road, Gants Hill, Ilford, Essex IG2 6HX
Tel: 01-554 3608
Head: R.G. Baker, B.Sc.
Required for September 1987 an enthusiastic teacher of Mathematics for this 11-18 mixed comprehensive of 1000 pupils. The school uses SMP (11-16) and there is an opportunity for 'A' level work for a suitably qualified candidate.
The post is on Scale 1 with Outer London Allowance. Assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Please contact the Headteacher as soon as possible for further details and an application form. (08546) 133422

REDBRIDGE

CANON PALMER RC HIGH SCHOOL
Aldborough Road South, Seven Kings, Ilford, Essex IG3 8EU
Tel: 01-597 2153
Head: Dr A. O'Donnell
Required for September 1987 a teacher of Mathematics to join a thriving Mathematics faculty with subject sixth form groups. It is hoped to recruit a teacher who will be able to contribute across the whole range of work in the faculty. As the faculty is well established we would be in a position to offer a newly qualified teacher a good start to their teaching career but applications from experienced teachers would be welcomed.
The post is on Scale 1 with Outer London Allowance: assistance with legal fees for house purchase and re-settlement expenses where appropriate is given in approved cases.
Please apply in writing as soon as possible, giving full details and the names and addresses of 2 professional referees, to the Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN. (09839) 133422

STAFFORDSHIRE

KING EDWARD VI SCHOOL
Upper St. John Street, Lichfield WS14 9EE
Required from the beginning of the Summer Term or from September, 1987 a qualified teacher of MATHEMATICS able to teach the subject across the ability range of the 11-19 age group (Scale 1). The ability to contribute to the teaching of the subject at 'A' Level is also essential.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (095291) 133422

SURREY

BOX HILL SCHOOL
Please see main advertisement under 'Independent Schools'. (00646) 133422

SURREY

EDUCATION COMMITTEE
HOWARDS OF EFFINGHAM SCHOOL
Lower Road, Effingham KT24 5JH
Required for September: Assistant Teacher of MATHEMATICS (Scale 1) to join well established department with excellent academic record. Courses in GCSE, AS and 'A' Level in wide range of mathematical subjects. Ability to offer Computer Studies or Statistics would be an advantage. First appointment applicants welcomed.
Apply by letter and CV to Headmaster from whom further details can be obtained. (Tel. Bookham 53494). (08319) 133422

WILTSHIRE

MALMESBURY SCHOOL
Corn Gastons, Malmesbury, Wiltshire
Mixed Comprehensive - 850 on roll
Headmaster: J.A. D'Arcy
MATHEMATICS - SCALE 1
Required in September a teacher of Mathematics. Sixth form work (AMSP) available and the school would welcome a teacher who is also qualified to teach Economics in the Sixth Form. The school takes AMP examinations and is a pilot school for the SMP coursework GCSE.
Further details and application form can be obtained on receipt of a S.A.E.
Applications to: The Headmaster, Malmesbury School, Malmesbury, Wiltshire SN16 9AG.
By May 5th 1987.
Wiltshire is an equal opportunities employer. (08912) 133422

SURREY

EDUCATION COMMITTEE
OXTED COUNTY SECONDARY SCHOOL
Bluehouse Lane, Oxted RH8 0AB
Tel: (0883) 712425
NOR 1453 (200 in sixth form)
An enthusiastic and committed Scale 1 Assistant Teacher of Mathematics required for September 1987 teaching in a Maths Department of eight. The post holder will have his own classroom teaching across the ability range from second year to sixth form. Probationers welcome.
Further details from the Headteacher. (00031) 133422

Modern Languages

Heads of Department

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
WYCOMBE HIGH SCHOOL
Marlow Hill, High Wycombe HP11 1TB
Required for September 1987 a Head of Modern Languages, Scale 4. We are looking for an experienced and enthusiastic teacher to take charge of the teaching of French throughout the school up to 'A' and 'S' level.
The successful candidate should be prepared to lead a team of experienced modern linguists including two Heads of Department.
Application forms available from the Headteacher at the school on the receipt of a s.a.e. (08360) 133418

ESSEX

BRAYS GROVE COMPREHENSIVE SCHOOL
Thyrsea Road, Harlow
Tel: Harlow 39161
(Roll 750)
HEAD OF MODERN LANGUAGES, Scale 3
Required September, German first foreign language. Lge. 11-16 school. French second language.
Please apply direct to the Headteacher at the school (foolscap sae please). (09750) 133618

ESSEX

HAVERING SIXTH FORM COLLEGE
Tryees Road, Harlow
Tel: Harlow 39161
(Roll 750)
HEAD OF MODERN LANGUAGES, Scale 3
Required September, German first foreign language. Lge. 11-16 school. French second language.
Please apply direct to the Headteacher at the school (foolscap sae please). (09750) 133618

SURREY

EDUCATION COMMITTEE
SECONDARY SCHOOL
Bluehouse Lane, Oxted RH8 0AB
Tel: (0883) 712425
NOR 1453 (200 in sixth form)
An enthusiastic and committed Scale 1 Assistant Teacher of Mathematics required for September 1987 teaching in a Maths Department of eight. The post holder will have his own classroom teaching across the ability range from second year to sixth form. Probationers welcome.
Further details from the Headteacher. (00031) 133422

EALING

LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
Tel: 01-864 8544
Co-Educational 12-18, 125 on roll. Group 1G.
Head of Modern Language: Hourigan Scale 3.
Required for September or January 1987 (Scale one scale) an experienced and enthusiastic teacher of French and German to teach French and preferably German up to sixth form. Probationers welcome.
Further details from the Headteacher. (09031) 133422

Scale 2 Posts and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST. THOMAS A'BECKETT CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
(11-18 Co-Ed., NOR 865)
The Governors wish to appoint for September 1987 a Graduate to teach German throughout the school up to GCSE and A level. The ability to add other languages but not essential. Possibility of head of faith suitably qualified candidate.
Application by letter in the first instance giving full details, names and addresses and telephone numbers of two referees, direct to the Headmaster at the school, Old Dover Road, Canterbury CT1 3EN.
Closing date 24 April 1987. (08947) 133620

WILTSHIRE

DORCAN SCHOOL
St. Paul's Drive, off Covingham, Swindon SN3 5DA
Acting Head Teacher: Mr D. French
MODERN LANGUAGES Scale 2
Required for September, 1987 an enthusiastic and versatile teacher of Modern Languages able to make an active contribution to developing department in this 11-16 comprehensive. A dual linguist, conversant with modern teaching methods and to see the extension of this area of the curriculum is required.
Please send s.a.e. for details and application to the Acting Head Teacher. Closing date Monday, 27th April, 1987.
Wiltshire is an Equal Opportunities Employer. (08560) 133620

DORSET

ST ALDHELMS SCHOOL
Sherborne DT9 4EQ
(550 on roll; 11-16 co-educational)
Required for September 1987, Head of French, capable of taking charge of this subject throughout the school to GCSE level. A Scale 2 is available for a suitably qualified applicant.
Application forms from the School (SAE please) to be returned by 1 May. (04101) 133620

WILTSHIRE

DORCAN SCHOOL
St. Paul's Drive, off Covingham, Swindon SN3 5DA
Acting Head Teacher: Mr D. French
MODERN LANGUAGES Scale 2
Required for September, 1987 an enthusiastic and versatile teacher of Modern Languages able to make an active contribution to developing department in this 11-16 comprehensive. A dual linguist, conversant with modern teaching methods and to see the extension of this area of the curriculum is required.
Please send s.a.e. for details and application to the Acting Head Teacher. Closing date Monday, 27th April, 1987.
Wiltshire is an Equal Opportunities Employer. (08560) 133620

Scale 2 Posts and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST. THOMAS A'BECKETT CATHOLIC COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
(11-18 Co-Ed., NOR 865)
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Application by letter in the first instance giving full details, names and addresses and telephone numbers of two referees, direct to the Headmaster at the school, Old Dover Road, Canterbury CT1 3EN.
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Please send s.a.e. for details and application to the Acting Head Teacher. Closing date Monday, 27th April, 1987.
Wiltshire is an Equal Opportunities Employer. (08560) 133620

Scale 1 Posts

DORSET

ST. ALDHELMS SCHOOL
HEAD OF FRENCH
Please see main advertisement under Scale 2 posts and above. (04102) 133620

Ealing
EDUCATION SERVICE
In-service Training Support Teachers
Scale 2 £8,517–£12,201 per annum inclusive of London Weighting.
The authority seeks to appoint as soon as possible a team of permanent, full or part-time, in-service support teachers to work in its primary, secondary or special schools.
The duties will be:
1. To enable other teaching staff to attend in-service activities by covering their classes.
2. To assist inspectors, advisory teachers and others concerned with in-service provision in the organisation of courses and conferences.
The persons appointed will be expected to show an understanding of current training needs and be committed to providing curriculum continuity for pupils.
Further details and application forms may be obtained from (SAE please) Chief Education Officer, Education Offices, Hadley House, 79-81 Uxbridge Road, London W5 5SU.
Closing date: 29th April 1987.
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

COLLEGES OF FURTHER EDUCATION
MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
LECTURER GRADE I
IN COMPUTER STUDIES
Applications are invited from suitably qualified persons for the post of Lecturer Grade I in Computer Studies vacant from 1st September, 1987. Applicants should be able to teach a variety of areas on the BTEC National Diploma in Computer Studies and should also be able to undertake teaching of Information Processing and Computer Literacy on a wide range of courses including YTS and CPVE. Candidates should be capable of offering at least one other business studies subject preferably in the supervisory management area.
Application forms and further details available from the Principal, Mid-Gloucestershire Technical College, Stratford Road, Stroud, Glos.
Completed forms to be returned to the Principal within two weeks of the appearance of this advertisement.

SECONDARY EDUCATION

SCALE 2 POSTS

CHELTENHAM BOURNSIDE SCHOOL & SIXTH FORM CENTRE
Warden Hill Road, Cheltenham, Glos. GL51 5EF.
(Comprehensive with 1575 pupils, Sixth Formof 370 in September)

TEACHERS OF BUSINESS STUDIES

Required for September 1987, two teachers of Business Studies (Scale 2 and Scale 1 Posts available for graduate teachers) Courses include GCE 'A'level Economics and Sociology (applicants must be able to teach one of these 'A' levels), Economics and Keyboarding Applications; Business Administrative Services (for C.P.V.E.); L.C.C.I. Certificate in Business Studies; and an Information Technology Course (R.S.A. Based). The Department has electronic/manual typewriters (with audio) and computers with word processing packages.
Applications by c.v. to the Headmaster. Further details on receipt of S.A.E.

SCALE 1 POSTS

CIRENCESTER DEER PARK SCHOOL
Stroud Road, Cirencester, Glos. GL7 1XB.
(1100 11-18's on roll + 350 in Sixth Form)

SPECIALIST TEACHER OF PHYSICAL EDUCATION

Required for September 1987, to share teaching in a department of five specialists. Must be able to teach boys' and mixed groups. A commitment to an Integrated Games for Understanding approach is essential. Courses to GCSE and PVE level are established and a wide range of curricular and extra-curricular activities are offered to Upper School and Sixth Form students. Strong second teaching subject essential.

TEACHER OF CDT

Required for September 1987, a teacher of CDT within the Design Department with ability to teach 'A' level Design and/or Graphic Communication.
For further details and application forms for the above two posts, send large S.A.E. to the Head Teacher.

CLEEVE SCHOOL
Bishops Cleeve, Nr. Cheltenham, Glos. GL52 4AE.

TEACHER OF BUSINESS STUDIES

From September, teacher to contribute to courses in Business Studies, up to GCSE or to Advanced Level, and able to offer some teaching in one or more of the following areas: computer literacy, information technology, lower-school mathematics, or history.
Further details sent if requested from the School Office
Telephone: 67-2546

PRIMARY EDUCATION

SCALE 1 POSTS

ANN C

SECONDARY MODERN LANGUAGES

continued

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Scale: 1
Required September 1987. Graduate to teach French to 'O' and 'A' level. There may be an opportunity to teach either German or Spanish but this is not essential. Accommodation will be given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Applications by letter in the first instance (s.a.e.) giving full details and the names of two referees, direct to the Head Teacher at the school. (08315) 133622

CAMBRIDGESHIRE

(Equal Opportunity Employer)

HUNTINGDON AREA

ST. PETERS SCHOOL
Huntingdon, Cambs.
Comprehensive Co-education. 1300 on roll
Headmaster: Rev. W.G. Thomas (J.P., M.A.)

Graduate Scale 1 required for September 1987 to join Modern Languages department in this well established and flourishing comprehensive school. The successful applicant will be required to teach German to 'A' level and French (G.C.S.E. level). The school participates in Graded Tests which lead to the Cambridgeshire Mode 3. GCSE.

Please write to the Head Master (Mrs. Bell) (SAE please).

Closing date 1st May 1987. (08747) 133622

CUMBRIA

CALDEW SCHOOL
Dalston, Carlisle CA5 7NN
(County Comp. mixed. NOR 950)
TEACHER OF MODERN LANGUAGES (Scale 1)
Required for Sept. 1987 to teach French and German to GCSE and A level. There is the possibility of a little German teaching.
Application forms and further details from the Head (s.a.e. please) Closing date: 1st May 1987. (08675) 133622

HAVERING

LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Haverring Drive, Romford RM1 4BD
Tel: Romford 24134
Headteacher: Mrs K.M. Phillips, B.A. (Hons). M.Phil. (roll 1296 mixed)
Required for September 1987 a well qualified graduate, Scale 1, to teach French and German in a thriving modern languages department. The ability to teach throughout the full age range is desirable. Candidates should state their preference for either subject but will be required to teach classes in both languages. The school participates in exchange visits, day visits, and fosters strong links with schools in France and Germany.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by the 24th April 1987.

SACRED HEART OF MARY GIRLS SCHOOL
70 St. Mary's Lane, Upminster RM14 3QR
Tel: Upminster 23650
Headteacher: Miss J.M. Johnson, B.D., B.Sc.
(roll 700 sixth form 98)
Required for September 1987 a graduate teacher of French and Italian, Scale 1. This is an expanding department. Italian has recently been introduced as the Second Modern Language so examination work is still developing but the ability to teach Italian to GCSE and 'A' Level would be an advantage.
Further details and application forms are available (sae please) from the Headteacher and should be returned by the 23th April 1987. (09603) 133622

SOCIALISM AT WORK

Tameside Metropolitan Borough

PRIMARY/SECONDARY MODERN LANGUAGES (PRISM)

A Teacher of French is required for a temporary period for the Tameside PRISM scheme.

The post involves work with Top Juniors and First Year Secondary Pupils. Primary training and experience are not essential.

Applications by letter to the Director of Education, Staffing Division, Council Offices, Wellington Road, Ashton under Lyne OL6 6DL.

(14386)

AN EQUAL OPPORTUNITY EMPLOYER

DERBYSHIRE

MOUNT ST MARY'S COLLEGE S.I.
Derbyshire
Independent: H.M.C. : 300+
Pupils: Co-educational
Required for September 1987
Graduate Teacher of F.G.C.E. to teach French and Spanish to G.C.S.E. and 'A' Level. Ability to help with games and school activities an advantage. Salary according to experience, paid at not less than new D.E.S. related scale, already implemented at the College.
Please send c.v. and names of referees to The Headmaster, Mount St Mary's College, Spinkhill, S31 9YL. (08927) 133622

DORSET

ASHDOWN SCHOOL
Poole
(age range 12-16, Group 9, 740 on roll in September 1987)
Required September 1987 an energetic and enthusiastic teacher of French with German or Italian (Scale 1). To work within the Languages Faculty of this mixed secondary school. The Faculty has recently covers English, French and Spanish is developing Language Awareness as an integral part of its work. Modern Languages courses will be offered to all pupils.
Ashdown School is opening in September 1987, following the amalgamation of two single-sex secondary schools and after one year on split-site, will move to new premises on the northern side of Poole (September 1988).
Further details and application forms available from the Bursar, Ashley Cross Girls' School, Commercial Road, Parkstone, Poole, Dorset BH14 0JH, on receipt of a s.a.e.
Completed forms to be returned by April 27th, 1987. (08887) 133622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THE INVICTA GRAMMAR SCHOOL FOR GIRLS
Headmistress:-Mrs E.G. Blackburn B.Sc. (Econ.). Required in September 1987 a Modern Language graduate to teach French with German. Both these languages are taught throughout the school with a strong commitment to GCSE and Advanced levels. This is a large department giving good support and with high standard resources including a language laboratory and assistantates.
Please apply by letter to the Headmistress at the school at Huntsman Lane, Maidstone with copies of curriculum vitae, testimonials and/or names and addresses of referees.

NORTH WEST KENT AREA
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
Tel: Gravesden 65818 or 535623
Well-qualified and enthusiastic teacher required to join a well-established department. French is taught across the age and ability range throughout years one to three and a G.C.S.E. course is offered in years four and five. Interest in the Kent Modern Languages Graded Objective Scheme and the ability to offer a second European language at an elementary level would be an advantage.
Apply direct to the Headmaster at the school giving a full curriculum vitae and the names, addresses and telephone number of two referees.
Possibility of help with temporary housing in approved cases. (08948) 133622

LIVERPOOL

EDUCATION AUTHORITY
ARCHBISHOP BLANCH SCHOOL
Sefton Park Road, Liverpool L8 0TH
Tel: 051-727 6058
Voluntary Aided Church of England Comprehensive School
740 girls 11-18 years (150 in Sixth Form)
Assistant Teacher - Scale 1
Required for September 1987 a well qualified graduate to join a well established successful department and to share the teaching of classes across the full age and ability range.
Ability to teach to Advanced Level is essential.
Further details and application forms are available from the Headmistress, at the school, on receipt of a stamped addressed envelope.
Closing date Friday April 24th 1987. (08814) 133622

HILLINGDON

LONDON BOROUGH OF HILLINGDON

VYNERS SCHOOL
Warren Road, Ickenham UB10 8AS
Number on roll: 901, 147 in Sixth Form
Headteacher: Mr D.C. Best, M.A., F.R.S.A., JP.

FRENCH AND MUSIC (SCALE 1)

Required September 1987 a well qualified Master or Mistress to teach French and Music throughout the school. 'A' Level work might be available in either subject.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (08921) 133622

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
CLIFF PARK HIGH SCHOOL
Kennedy Avenue, Gorleston, Great Yarmouth NR31 6QA
NOR 575. 12-16 mixed
TEACHER OF MODERN LANGUAGES
Scale 1
Required for September 1987. Graduate teacher of French able to teach German. Two year temporary contract in the first instance due to possible reorganisation. Good supportive department.
Applications by letter to the Head Teacher with full c.v. and names of two referees.
Closing date: 24th April 1987. (08754) 133622

NORTH YORKSHIRE

SELBY HIGH SCHOOL
Leeds Road, Selby, North Yorkshire YO8 0HT
Required for September 1987:
A teacher of FRENCH, Scale 1, to teach to GCSE level. The ability to teach German would be an advantage.
Application forms and further details from the Headteacher (SAE please). Closing date 27.4.87. (09785) 133622

NORTHAMPTONSHIRE

NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton NN1 5RT
Readvertisement
Required from 1st September 1987, a TEACHER OF MODERN LANGUAGES SCALE 1. The successful candidate will be conversant with up-to-date communicative methods of languages teaching and will be prepared to offer at least one other language as well as FRENCH. Languages are a core element of the curriculum for all pupils at the School up to the age of 16, and it is hoped to expand our languages provision under the TVEI Scheme, into which the school has just been accepted. Previous applicants will be considered.
Further details and application forms are available from the Headmaster on receipt of a sae and to whom they should be returned as soon as possible.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (09543) 133622

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
BLUE COAT C.E. SCHOOL
Horsedge Street, Oldham
MODERN LANGUAGES TEACHER - Scale 1
Required from September 1987 at this 11-18 Church of England School to teach French and German up to and including GCSE.
A willingness to offer some Junior History would be an advantage.
Application forms/further details (sae) from the Head at the school, returnable to him by 1st May 1987.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (09905) 133622

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham B36 9HE
Tel: 021-747 2874
Required for September 1987 in this 11 - 18 all-ability school, a Scale 1 TEACHER OF FRENCH/GERMAN for one year initially. An ability or desire to teach to 'A' Level would be an advantage.
Apply by letter to the Headteacher enclosing c.v. and S.A.E. (09884) (133622

WILTSHIRE

MALMESBURY SCHOOL
Corn Gastons, Malmesbury, Wiltshire
Mixed comprehensive - 850 on roll
Headmaster: J.A. D'Arcy
Required in September a teacher of Modern Languages to teach French throughout the school including the Sixth Form. German is taught as a second modern language and the ability to teach this will would be an advantage, and for a suitable qualified teacher. Sixth Form work is also available.
This Department uses modern audio visual methods and examination results at all levels are good.
Further details and application forms will be sent on receipt of a S.A.E. Applications should be sent to:- The Headmaster, Malmesbury School, Corn Gastons, Malmesbury, Wiltshire SN16 0DF by May 5th 1987.
Wiltshire is an equal opportunities employer. (08932) 133622

Music

Heads of Department

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
SYREHAM SCHOOL
Swallow Street, Iver
Tel: Iver 651180
Required from 1.9.87, teacher to take responsibility for Music throughout the school. The post will be for a time temporary until 31.8.87. From September the post could be part-time or full-time, depending on additional subjects candidates may offer.
Please apply direct to the Headmaster at the school from whom application forms and details (sae) available. (08929) 133618

NORTHAMPTONSHIRE

NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton NN1 5RT
Readvertisement
Required from 1st September 1987, a TEACHER OF MODERN LANGUAGES SCALE 1. The successful candidate will be conversant with up-to-date communicative methods of languages teaching and will be prepared to offer at least one other language as well as FRENCH. Languages are a core element of the curriculum for all pupils at the School up to the age of 16, and it is hoped to expand our languages provision under the TVEI Scheme, into which the school has just been accepted. Previous applicants will be considered.
Further details and application forms are available from the Headmaster on receipt of a sae and to whom they should be returned as soon as possible.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (09543) 133622

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
SYLVAN HIGH SCHOOL
Maberley Road, London SE19 3JH
Tel: 01-771 2261
A suitably qualified, experienced and lively teacher is required as Head of Music at this 11-16 Co-educational High School of 900 pupils. We are seeking a teacher who has drive and the ability to develop choral and instrumental groups throughout the school.
Please apply directly to the Head Teacher for further information and application forms. Closing date two weeks after the appearance of this advertisement.
Salary: Scale 3.
Tenable: 1st September 1987. (09197) 133618

NORTHAMPTONSHIRE

DEANSHANGER
KINGSBROOK SCHOOL
Stratford Road, Deanshanger Milton Keynes MK19 6HN
Required for September an experienced teacher to be HEAD OF MUSIC (SCALE 3) in this 11-18 comprehensive school of 1300 pupils serving a pleasant rural area in South Northants. The department is well-equipped and has a purpose-built accommodation. Music is taught at all levels to 'A' level. There is a strong extra-curricular dimension, an experienced school orchestra and instrumental teaching by peripatetic staff.
Kingsbrook School has modern buildings and is pleasantly situated being easy of access from Milton Keynes, Northampton and the M1. Application forms and further details available from the Headmaster. (SAE please).
Closing date two weeks after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (09040) 133618

EALING

LONDON BOROUGH EDUCATION SERVICE
WALPOLE HIGH SCHOOL
Bennerth Road, Northolt, Middlesex
(610 boys and girls. 12-18 years)
Required for September or earlier if possible Head of Music (Scale 3). This school has a purpose-built separate music block. This has two large classrooms, a recital hall/rehearsal/orchestra practice together with a number of tuition rooms for the peripatetic teachers.
£1,315 London Weighting per annum. Relocation expenses payable subject to conditions.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (9.21) to be returned by 21st April 1987.
Ealing's New Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (09928) 133618

NEWHAM

LONDON BOROUGH OF NEWHAM
ROKEHY SCHOOL
Pitchford Street, London E15 4RZ
Head Teacher: Mr G.B. Matthews
Number on roll: 787
Required September 1987
HEAD OF MUSIC
Scale 3
An experienced teacher is required to take charge of the music department in this 11-18 comprehensive school.
Music is compulsory for all boys in years 1-3 and a GCSE course will begin in 1988.
The school is supported by the Borough's music centre - The Newham Music Academy of Music.
London Allowance: £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 31st April, 1987. Personnel Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (08968) 133618

SOMERSET

COUNTY COUNCIL
FROME COLLEGE
Frome
(13-18 Mixed Comprehensive, and FE College Combined becoming a Community College. NOR 1480)
For September 1987, HEAD OF MUSIC, Scale 2, (redefined appointment of an Area Music Coordinator). The post offers an enterprising teacher the opportunity to work in a team within the College to promote the performing arts. There is a recording studio and a Drama Theatre on the school site.
Full letters of application to the Principal, enclosing envelope with post title and enclosing addressed envelope for the job description.
An Equal Opportunities Employer. (09545) 133618

Scale 2 Posts and above

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
AYLESBURY SIXTH FORM CENTRE
C/O ELMHURST COUNTY FIRST SCHOOL
Dunsham Lane, Aylesbury, Bucks.
Required September 1987, a full-time peripatetic Cello Teacher to work with small groups of children in Aylesbury Schools. Saturday morning work is an essential requirement. Scale 2 for suitably qualified applicant. The person appointed must be able to drive and a car allowance will be paid.
Application form from, and to be returned to, Mr. A. Preesh - Head of Centre at above address.
CLOSING DATE: 13th May 1987. (08317) (133622

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
ROYAL GRAMMAR SCHOOL
Amersham Road, High Wycombe HP13 6QT
DIRECTOR OF MUSIC
Required for September 1987. The School has two orchestras, two wind bands and a choral society and is well resourced musically. The post is Scale 3.
Please apply to the Headmaster at the school for application form and further details. Tel: 0494 24955. (08585) 133618

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
SYLVAN HIGH SCHOOL
Maberley Road, London SE19 3JH
Tel: 01-771 2261
A suitably qualified, experienced and lively teacher is required as Head of Music at this 11-16 Co-educational High School of 900 pupils. We are seeking a teacher who has drive and the ability to develop choral and instrumental groups throughout the school.
Please apply directly to the Head Teacher for further information and application forms. Closing date two weeks after the appearance of this advertisement.
Salary: Scale 3.
Tenable: 1st September 1987. (09197) 133618

NORTHAMPTONSHIRE

DEANSHANGER
KINGSBROOK SCHOOL
Stratford Road, Deanshanger Milton Keynes MK19 6HN
Required for September an experienced teacher to be HEAD OF MUSIC (SCALE 3) in this 11-18 comprehensive school of 1300 pupils serving a pleasant rural area in South Northants. The department is well-equipped and has a purpose-built accommodation. Music is taught at all levels to 'A' level. There is a strong extra-curricular dimension, an experienced school orchestra and instrumental teaching by peripatetic staff.
Kingsbrook School has modern buildings and is pleasantly situated being easy of access from Milton Keynes, Northampton and the M1. Application forms and further details available from the Headmaster. (SAE please).
Closing date two weeks after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (09040) 133618

Scale 2 Posts and above

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
AYLESBURY SIXTH FORM CENTRE
C/O ELMHURST COUNTY FIRST SCHOOL
Dunsham Lane, Aylesbury, Bucks.
Required September 1987, a full-time peripatetic Cello Teacher to work with small groups of children in Aylesbury Schools. Saturday morning work is an essential requirement. Scale 2 for suitably qualified applicant. The person appointed must be able to drive and a car allowance will be paid.
Application form from, and to be returned to, Mr. A. Preesh - Head of Centre at above address.
CLOSING DATE: 13th May 1987. (08317) (133622

SOMERSET

COUNTY COUNCIL
ST DUNSTAN'S SCHOOL
Glastonbury
(11-16 mixed comprehensive. NOR 640)
For September 1987, HEAD OF MUSIC, Scale 2, (Permanent). Keen to lead extra curricular music activities and able to teach Religious Education.
Application form and application from the Head at the school (addressed envelope please). Closing date 23rd April 1987.
An Equal Opportunities Employer. (09546) 133618

Scale 2 Posts and above

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
AYLESBURY SIXTH FORM CENTRE
C/O ELMHURST COUNTY FIRST SCHOOL
Dunsham Lane, Aylesbury, Bucks.
Required September 1987, a full-time peripatetic Cello Teacher to work with small groups of children in Aylesbury Schools. Saturday morning work is an essential requirement. Scale 2 for suitably qualified applicant. The person appointed must be able to drive and a car allowance will be paid.
Application form from, and to be returned to, Mr. A. Preesh - Head of Centre at above address.
CLOSING DATE: 13th May 1987. (08317) (133622

SECONDARY MUSIC

continued

DONCASTER

DON VALLEY HIGH SCHOOL
Sewthorpe, Doncaster DN5 9DD
Headmaster: A.J. Jubb, M.A.
Tel: Doncaster (0302) 781536
Required for September 1987 a well qualified teacher of MUSIC Scale 1 to teach throughout the school up to and including 'A' level. G.C.E. 'A' level work might be available in either subject.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (08922) 133622

ESSEX

BURNT MILL SCHOOL
Harlow, Essex
Required September 1987 a well qualified Master or Mistress to teach Music and French throughout the school. 'A' Level work might be available in either subject.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (08922) 133622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ASHEY SCHOOL
London Road, Faversham ME13 8RZ
Energetic teacher of Music (Scale 1) required for September 1987 to join a lively and enthusiastic department in this Group 11 school.
Application form and further details available from the Headmaster. (08949) 133622

Pastoral

Heads of Department

WEST SUSSEX

OAKMEEDS COMMUNITY SCHOOL
Barnwood Hill
(11-16 Mixed Comp. NOR 1200 YEAR 10 on roll 1987)
Required for September 1987, a teacher of Music to take over some Guidance and Pastoral work of the current year 2 who accompanies them through school.
Details of the post and of the school and application forms from the Headmaster, Oakmeeds Community School, Stedham Road, Burgess Hill, West Sussex RH15 9EA. (s.a.e. please).
Closing Date 22nd April 1987. (08314) 134023

BARNET

LONDON BOROUGH
BARNSHOT'S SCHOOL
Barnet Lane, London N20 8AZ
Tel: 01-445 9205
Co-educational Comprehensive. Roll 705 Sixth Form 50
Required Summer term 1987, temporary teacher of Girls PHYSICAL EDUCATION to teach as part of a team of 4 staff. Scale 1. The school has a time-tabled timetable and a policy of active involvement in sports activities. This teacher would teach P.E. throughout the school including participation in the programme of sports available to upper school pupils. A willingness to train another subject would be an advantage.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09560) 134222

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
OUSEDALE SCHOOL
Newport Pagnell, Newport Pagnell MK16 0SJ
Required for September 1987 a P.E. teacher to teach girls and boys to join a team of six in a well developed department enjoying facilities including sports hall, gymnasium, squash courts, all-weather pitch and well drained playing fields. Scale 1.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope. (09526) 134222

Scale 2 Posts and above

NORTHAMPTONSHIRE

COUNTY COUNCIL
RESIDENTIAL GIRLS HOUSEPARENT
BRACKLEY MAGDALEN COLLEGE SCHOOL
St. John's Building, Brackley, Northants. NN13 5AE
Head T.K. Marsh, MA
A full time resident assistant girl's housparent is required for the above school. Salary RCCO Scale 2 (£6606 - £7158 plus £11.22 each night when 'sleeping in'). The Hours are 46 per week on a rotating time. Full school holidays. Very generous remuneration in a self contained flat for which a deduction of £913.80 is made from salary in equal monthly instalments.
For further details and application form please ring the school on Brackley 703911. Closing date 2 weeks after the appearance of this advertisement.
The County Council welcomes applications regardless of ethnic origin, sex, marital status or disability. (09538) 134020

Scale 1 Posts

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
Beaconsfield/Chiltern Area
DR CHALLENER'S GRAMMAR SCHOOL
Chesham Road, Amersham, Bucks.
Teacher for Physical Education throughout the school.
Application forms available from and returnable to the Headmaster at the school.
Closing Date 12th April 1987. (08314) 134023

HILLINGDON

LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham UB10 8AS
Number on roll: 901, 147 in Sixth Form
Headteacher: Mr D.C. Best, M.A., F.R.S.A., JP.
MUSIC AND FRENCH (SCALE 1)
Required September 1987 a well qualified Master or Mistress to teach Music and French throughout the school. 'A' Level work might be available in either subject.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (08922) 133622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ASHEY SCHOOL
London Road, Faversham ME13 8RZ
Energetic teacher of Music (Scale 1) required for September 1987 to join a lively and enthusiastic department in this Group 11 school.
Application form and further details available from the Headmaster. (08949) 133622

Physical Education

Heads of Department

DERBYSHIRE

ST. JOHN'S SCHOOL FOR GIRLS
Darley Dale, Matlock
RESIDENT DIRECTOR OF PHYSICAL EDUCATION
Requires See Independent Schools section. (08655) 134218

Scale 2 Posts and above

NEWCASTLE UPON TYNE

DAME ALLAN'S BOYS SCHOOL
Independent H.M.C., 440 boys
P.E. SPECIALIST
Required for September 1987, a P.E. Specialist to assist and be responsible to the Head of Department for the teaching of P.E. throughout the School; to be primarily responsible for Games and Athletics, with ability to teach to a high level in Gymnastics; to be involved also in Cricket.
The School has excellent games facilities and provides a wide range of P.E. options. There is also an Outdoor Pursuits programme. Some classroom teaching may be available. Salary at present Burnham Scale 2, will depend on qualifications and experience.
Apply immediately by letter with C.V. and names, addresses of two referees, to the Head Master, Dame Allan's Boys' School, Fenham, Newcastle upon Tyne NE4 9YJ. (08991) 134220

Scale 1 Posts

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
Beaconsfield/Chiltern Area
DR CHALLENER'S GRAMMAR SCHOOL
Chesham Road, Amersham, Bucks.
Teacher for Physical Education throughout the school.
Application forms available from and returnable to the Head of the school stating the names and addresses of two referees.
Closing Date 12th April 1987. (08314) 134023

ITALY

[illegible] (Italy) sec. pages Pavoni Overseas'. (08812) 134222

ESSEX

BOREHAM FOREST HIGH SCHOOL
Borders Lane, Loughton
Tel: 01-508 4080
(Roll 1,100, 11-18 years)
SENIOR TEACHER
Required September 1987, well qualified teacher to join a strong Management Team. To take specific responsibilities within the pastoral area.
Closing date: 29th April 1987.
Application form and details from Headteacher at school (sae and please).

LONDON BOROUGH OF WOODFORD
Westfield Drive, Chigwell Tel: (0372) 61231
(Roll 589)
HEAD OF LOWER SCHOOL
Scale 2
Required September. Honywood is a developing comprehensive and community school in a pleasant rural area. A lightly timetabled teacher is being sought to develop this post. Science teacher preferred.
Further details and application forms from the Headteacher (foolscap sae please).

HEADINGHAM SCHOOL
Veldham Road, Sible Hedingham, Halstead CO9 3QH
Tel: (0787) 61231
(Roll 1,070)
HEAD OF YEAR SCALE 3
Required September. Pastoral Care initiative of 5th year. Rural comprehensive 11-18. Post suitable for eventual promotion.
Details and application forms (sae please) from Headteacher, returnable 14 days. (09733) 134018

Scale 2 Posts and above

NORTHAMPTONSHIRE

COUNTY COUNCIL
RESIDENTIAL GIRLS HOUSEPARENT
BRACKLEY MAGDALEN COLLEGE SCHOOL
St. John's Building, Brackley, Northants. NN13 5AE
Head T.K. Marsh, MA
A full time resident assistant girl's housparent is required for the above school. Salary RCCO Scale 2 (£6606 - £7158 plus £11.22 each night when 'sleeping in'). The Hours are 46 per week on a rotating time. Full school holidays. Very generous remuneration in a self contained flat for which a deduction of £913.80 is made from salary in equal monthly instalments.
For further details and application form please ring the school on Brackley 703911. Closing date 2 weeks after the appearance of this advertisement.
The County Council welcomes applications regardless of ethnic origin, sex, marital status or disability. (09538) 134020

Scale 1 Posts

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
Beaconsfield/Chiltern Area
DR CHALLENER'S GRAMMAR SCHOOL
Chesham Road, Amersham, Bucks.
Teacher for Physical Education throughout the school.
Application forms available from and returnable to the Head of the school stating the names and addresses of two referees.
Closing Date 12th April 1987. (08314) 134023

BARNET

LONDON BOROUGH
BARNSHOT'S SCHOOL
Barnet Lane, London N20 8AZ
Tel: 01-445 9205
Co-educational Comprehensive. Roll 705 Sixth Form 50
Required Summer term 1987, temporary teacher of Girls PHYSICAL EDUCATION to teach as part of a team of 4 staff. Scale 1. The school has a time-tabled timetable and a policy of active involvement in sports activities. This teacher would teach P.E. throughout the school including participation in the programme of sports available to upper school pupils. A willingness to train another subject would be an advantage.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09560) 134222

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
MILTON KEYNES AREA
OUSEDALE SCHOOL
Newport Pagnell, Newport Pagnell MK16 0SJ
Required for September 1987 a P.E. teacher to teach girls and boys to join a team of six in a well developed department enjoying facilities including sports hall, gymnasium, squash courts, all-weather pitch and well drained playing fields. Scale 1.
Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope. (09526) 134222

DORSET

AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth BH7 6NY
(Girls 11-16 Bilateral. NOR 1000)
Required from September 1987, fully qualified teacher of Physical Education (Scale 1). Energetic commitment both competitive games and recreational clubs are more important than specialism. In particular interest in badminton, volleyball or basketball as well as hockey and/or netball would be especially welcome. There will be an opportunity to contribute to the GCE Physical Education course. Applications from both probationers and experienced teachers welcome.
Further details and application form available from the Headteacher (SAE please). Closing date Monday 27th April. (09560) 134222

DORSET

CORFE HILLS SCHOOL
Higher Hamworthy Road, Corfe Mullen, Wimborne BH21 3JU
(age range 13-18 Group 12)
Required for September 1987, a teacher of P.E. Scale 1.
Please state second subject offered.
The comprehensive school (which opened in 1976) has an estimated N.O.R. of 1500, of whom 300 will be in the Sixth Form.
Letter of application giving the names and addresses of two professional referees and including a c.v. to the Headmaster at the above school. Closing date 24th April 1987. (09956) 134222

ESSEX

HEDINGHAM SCHOOL
Veldham Road, Sible Hedingham, Halstead CO9 3QH
Tel: (0787) 60470
(Roll 1,070)
TEACHER OF P.E. Scale 1
(Required September for Boys' P.E. Excellent facilities. Developing department in rural comprehensive 11-18. Suitable post for enthusiastic probationer.
Details and application forms (foolscap s.a.e. please) from Headteacher, returnable 14 days.

HONYWOOD SCHOOL
Westfield Drive, Coggeshall CO6 1RZ
Tel: (0376) 61231
(Roll 589)
TEACHER OF GIRLS P.E. Scale 1
Required September teacher of Girls P.E. and Dance/Drama for well established department looking to expand into Dance. Exciting opportunities in this Comprehensive and Community School.
Details and application forms from Headteacher (foolscap s.a.e. please). (08771) 134222

HILLINGDON

LONDON BOROUGH OF HILLINGDON
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon UB10 0EX
Number on roll. 791, 77 in Sixth Form
Headteacher: Mr M.W. White M.A. B.Sc.
PE/SCIENCE (SCALE 1)
Required for September 1987 a suitably qualified teacher for PE throughout the school and some Science qualification would be an advantage.
Abbotsfield is an 11-18 comprehensive for boys' school which is pleasantly situated and shares form and TVEI facilities with a girls' school on the same site.
Please apply in the first instance by letter to the Headteacher and send the names and addresses of two referees.
Outer London Allowance Payable. (08915) 134222

ITALY

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KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THE SIXTH FORM CENTRE
ST. JOHN'S BUILDINGS, BRACKLEY, NORTHANTS.
Required September 1987 a Physical Education Specialist to teach a full range of PE activities to both sexes. Ability to teach Gymnastics and Dance essential. A willingness to teach Swimming and Life Saving. Ability to contribute to the Outdoor Pursuits programme. Some classroom teaching may be available. Salary at present Burnham Scale 1 will depend on qualifications and experience.
Apply immediately by letter with C.V. and names, addresses of two referees, to the Head Master, Dame Allan's Boys' School, Fenham, Newcastle upon Tyne NE4 9YJ. (08991) 134220

Scale 1 Posts

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
Beaconsfield/Chiltern Area
DR CHALLENER'S GRAMMAR SCHOOL
Chesham Road, Amersham, Bucks.
Teacher for Physical Education throughout the school.
Application forms available from and returnable to the Head of the school stating the names and addresses of two referees.
Closing Date 12th April 1987. (08314) 134023

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
GILLINGHAM, THE ROBERT NAPIER SCHOOL
Third Avenue, Gillingham, Kent ME7 2LS
11-17 Mixed Modern School
Required for September, 1987 P.E. teacher, Scale 1, with ability to teach netball, hockey, gymnastics and/or dance essential. A full complement of games and athletic activities including school fixtures also required.
Application and further details (sae please). Closing date 27.4.87.

EAST KENT AREA
ST GEORGE'S C.E. SECONDARY SCHOOL
Westwood Rd., Broadstairs CT10 2LH
Required for September 1987, Scale 1 Teacher of Girls' PE to join this well established and progressive Department. An understanding of all the traditional games required but preference given to candidate offering specialism in Gymnastics and Dance. Successful candidate would be required to support the extensive extra-curricular activities provided by the School. College leavers welcome.
Applications to the Headmaster at the school. (09950) 134222

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
BEVERLEY SCHOOL
Blakes Lane, New Malden, Surrey KT3 6NH
Tel: 01-949 1537 No. on roll: 545 boys: 11-16
BOYS' NON-SELECTIVE SECONDARY SCHOOL
For September 1987 an enthusiastic teacher of PHYSICAL EDUCATION to join a team of extremely successful specialists.
A particular interest in either Rugby, Rowing, Athletics or Cross Country is an advantage.
The post is for ONE YEAR ONLY INITIALLY but may be extended.
Scale 1 post. London Allowance £795.
Application forms are available from the Headmaster to whom completed application forms should be returned by 24th April 1987.
"An Equal Opportunities Employer". (09930) 134222

REDBRIDGE

SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, Essex IG2 7BT
Tel: 01-554 8935
Head: A.W. Steer, B.A.
Required for September 1987: a well qualified teacher of Girls' Physical Education for this well-established mixed comprehensive school. The ability to offer the full range of skills is required with the ability to offer dance as added advantage.
The post is on Scale 1 with Outer London Allowance assistance with removal fees for house purchase and resettlement expenses where appropriate is given in approved cases.
Further details and application forms are obtainable from the school, to whom the completed forms should be returned by 5 May 1987. (09938) 134222

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham B36 9HE
Tel: 021 747 2874
Required for September 1987 in this 11 - 18 all-ability school, a Scale 1 TEACHER OF PHYSICAL EDUCATION. For one year initially, with an interest in Recreation and Leisure Studies.
Apply by letter to the Headteacher enclosing C.V. and S.A.E. (09535) 134222

SURREY

EDUCATION COMMITTEE
GODALMING COLLEGE
Tuesley Lane, Holloway Hill, Godalming, Surrey GU7 1RS
Scale 1 Teacher of PE, required September 1987. The person appointed would be mainly concerned with Boys PE and Games.
Details of the above post available from the Principal, to whom completed application, with the names of two referees, should be returned as soon as possible. (09636) 134222

SUTTON

LONDON BOROUGH OF SUTTON
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey SM3 8JG
Tel: 01-644 5790
PHYSICAL EDUCATION - SCALE 1
Required for September 1987 a teacher of Boys' P.E. in this non-selective, sub form entry mixed school. Candidates with a special interest in Basketball/Gymnastics and Athletics would be welcome. Physical Education and Games are an integral part of the school curriculum. Cheam High is one of five schools in the Borough where TVEI courses started in September, 1987.
Letters of application with c.v. and names and addresses of two referees to: The Headteacher, sa Boon Ms Joyce Hitchcock. (09935) 134222

Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e.).

SECONDARY:

DEPUTY HEADSHIP

ENGLISH MARTYRS SCHOOL, Anstey Lane, Leicester LE4 0FE. (11-16 Secondary) NOR 985. Group 11. (Headteacher Mr. D. F. McLean).
Second Master/Mistress required September 1987 following the retirement of Miss F. Knowles. Applicants are invited from well qualified Catholic teachers of experience and ability committed to the development of Catholic Education. Applicants should be capable of taking a whole school view and be able to share in the Curriculum, Pastoral and Administrative responsibilities of the Senior Management group of three deputies.
The school is a m

SECONDARY PHYSICAL EDUCATION

continued

TYNESIDE

DAME ALLAN'S GIRLS' SCHOOL
Fowberry Crescent, Benkam
Newcastle-upon-Tyne NE4 9YJ
Independent School with
Assisted Places
400 Girls Mixed Form 11R
Required for September 1987
Assistant Physical Education Mistress with a particular interest in Dance and Gymnastics who will also share in the teaching of hockey, netball, gymnastics, swimming, athletics and athletics throughout the school to girls from 10 years - 18 years.
Scale 1 or II. BURNHAM.
Previous applicants wishing to be considered need not re apply.
Apply by letter to the Headmistress, giving full details of curriculum vitae, and the names and addresses of two referees.
Applications close on Thursday 7th May, 1987. 134222

WILTSHIRE

KINGSDOWN SCHOOL
Stratton St Margaret,
Swindon
An 11-18 school with 1100 students set in a delightful area within easy access to the Marlborough Downs and the Upper Thames
Headmaster: I.E. Kemp, M.A. (Oxon)
Required for September 1987 a Scale 1 TEACHER OF PHYSICAL EDUCATION to likely family
Application forms and further details are available on receipt of s.a.e. from the Headmaster at the school and should be returned by 1st May 1987
Wiltshire is an equal opportunities employer. (09951) 134222

Religious Education

Heads of Department

BEDFORDSHIRE

EDUCATION
WOOTTON UPPER SCHOOL
Hall End Road, Wootton,
Bedford MK43 9HT
Tel: Bedford (0234) 767125
Required for September 1987, a Head of Religious Studies, scale 3. Courses developed to G.C.S.E. and 'A' levels. Applications are sought from well qualified and experienced candidates.
Application forms and further details from the Headmaster, s.a.e. please.
Closing date: 30th April 1987.
An Equal Opportunities Employer. (09717) 134418

LONDON E7

ST ANGELA'S ORSULINE CONVENT
Forest Gate, E7
Girls comprehensive, 850 on roll
Required September: Head of Religious Education, Scale 4.
Please apply in writing to the Headmistress, giving names and addresses of two referees. (09664) 134418

Scale 2 Posts and above

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT
ST EDMUNDS R.C. SECONDARY SCHOOL
Kingsway Avenue,
Gorleston, Gt. Yarmouth
NR31 6EB
N.O.R. 185 (11-16 Mixed)
Required April 1987 for possible 2 year attachment.
Enthusiastic teacher to teach lower school Religious Education and English.
Scale 2 available for suitably qualified candidate. The successful candidate will be expected to take an active part in the religious life of the school and to assist in the organisation and development of lower school pastoral programme. Preference given to suitably qualified Roman Catholics. Previous applicants need not re-apply.
Closing date 24.4.87.
Application by letter with full c.v. and names of two referees to the Headteacher at the school.
(08758) 134420

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
LUTTERWORTH GRAMMAR SCHOOL
Bitteswell Road, Lutterworth
LE17 4EW
(14-18)
RELIGIOUS EDUCATION
SCALE 1
Please see block advertisement for Leicestershire County Council. (08755) 134422

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
PARSLOES MANOR
COMPREHENSIVE SCHOOL
Parsloes Avenue, Dagenham,
Essex
(Roll 986)
Required for the Summer Term 1987
Religious Studies and Social Education. Teaching a new maternity leave. To teach the subjects to the examination groups. Scale 1 plus £1,215 per annum Inner London Allowance. Social Priority Schools Allowance payable.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees, one of whom should be your present or immediate past employer.
An equal opportunities employer. (09770) 134422

HILLINGDON

LONDON BOROUGH OF HILLINGDON
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon
UB10 0EX
Number on roll 791. 77 in Sixth Form
Headteacher: Mr M.W. White B.A., B.Sc.
RELIGIOUS EDUCATION/ ENGLISH (SCALE 1)
Required for September 1987 a suitably qualified teacher for RE and English for all ability levels, initially in the lower school.
Abbotsfield is an 11-18 comprehensive boys' school which is pleasantly situated and shares sixth form and TVEI facilities with a girls' school on the same site.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (08916) 134422

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
ST. GEORGE CHURCH OF ENGLAND SCHOOL
Meadow Road, Gravesend,
Kent DA11 7LS
A voluntary aided all-ability 4 FE, 11-18 school
Pupils 128 in Sixth Form
Headmaster: Keith Blackburn
Required for September 1987, a teacher of Religious Education. Scale 1 to lunch throughout the School. R.E. is a popular GCSE subject, as well as being a sequence taught within the 4th and 5th Year Core Curriculum. It is also well established at 'A' Level. It is expected that the successful applicant will have a lively approach and be able to contribute to the development of the subject within this School.
Apply in writing to the Headmaster giving names, addresses and telephone numbers of two referees.
Possibility of help with temporary housing in exceptional cases.
(09551) 134422

SANDWELL

METROPOLITAN BOROUGH COUNCIL
PERRY FIELDS HIGH SCHOOL
(11-16 comprehensive)
Required as soon as possible
RELIGIOUS EDUCATION - Scale 1
Temporary during long term Hicess/maternity leave. Part time considered.
Letters of application stating full curriculum vitae and the names, and addresses at two referees should be forwarded to the Head Teacher, Gladys Wattley, West Midlands.
An equal opportunity employer. Convession of members of the authority will disqualify. (08713) 134422

Scale 2 Posts and above

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
CRESSETT SCHOOL
Holmer's Lane, High Wycombe
HP12 4QA
Required for September, a committed and enthusiastic SCIENCE Teacher for this well established, forward looking non-selective school. Years Two and Three all pupils follow a General Science course. Science is a core subject in the Upper School where separate science, as well as General Science, are taught. This successful candidate, who should have a 'bias' towards the biological sciences, will be expected to help extend the emphasis on process science, as required by GCSE. This could be a scale post for a suitably qualified and experienced teacher.
Letters of application, together with full curriculum vitae and the names of two referees, to the Head by 1st May, 1987. (08326) 134820

ESSEX

THE COLNE HIGH SCHOOL
Church Road, Brightlingsea
CO7 0QL
Tel: (06206) 3511
(Roll 1,179)
TEACHER OF SCIENCE Scale 1/2
Required September 1987, a suitably qualified teacher to assist with the introduction of technology throughout the Science curriculum. Physics to GCSE level is required.
Applications for first appointment would be welcomed, a Scale 2 post is available for a suitably experienced candidate.
Closing date for applications: 1st May 1987.
Details and application forms available from the Headteacher (envelop sae please).
THE HONYWOOD SCHOOL
Westfield Drive, Coggeshall
Tel: (0376) 561231
(Roll 589)
TEACHER OF SCIENCE Scale 1/2
Required September. This is a traditional post in a well equipped rural area. Honywood is a mixed 11-18 comprehensive and community school. Further sale points are available in pastoral care for an experienced candidate.
Further details and application forms from the Headteacher (foolscap sae please). (09736) 134820

HAVERING

LONDON BOROUGH OF HAVERING
See our advert. for Mathematics and Science Teacher, Scale 3, under Secondary, Mathematics, Scale 2. (09619) 134820

HERTFORDSHIRE

ADENAUER SCHOOL
Longlands, Hemel Hempstead,
Herts. HP3 5DE
(Hemel Hempstead (0442) 51803
Required for September 1987, Scale 2 Teacher of Integrated Science and Physics.
Integrated Science is core curriculum for Years 1-3 leading to GCSE (MISP). 'A' Level courses in separate science.
Facilities comprise eight merlin well-equipped integrated stories, use of two computer laboratories with extensive network, film room, and large central preparation room.
Commitment to integrated Science and active pastoral work essential. Specific responsibility for the successful candidate would include 'A' Level Physics and co-ordination of GCSE assessment. Willingness to help with Games and extra-curricular activities an advantage.
Applications to the Acting Headteacher giving full curriculum Vitae and details of two referees. (08954) 134820

HERTFORDSHIRE

VERULAM SCHOOL
Brampton Road, St. Albans,
Herts. AL1 4PX
Well established, Group 11, a suitability 11-18 boys' school of 870 boys with 140 in the Sixth Form.
Required for September a lecturer of PHYSICS. This is a strong, well-equipped Science Department and large numbers of pupils take the subject at G.C.S.E./O and A Level. Computer Science is taught in years one and two; physics is taught in sets thereafter. The person appointed will share in the teaching of the subject throughout the school up to A Level. Scale 2 is available (plus London Weighting) to a suitably qualified and experienced candidate but applicants to the profession are welcome to apply.
Application by letter, together with curriculum vitae and the names and addresses of two referees, to the Headmaster as soon as possible. (08308) 134820

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE
GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate
CT11 9PL
Roll 585
Required for September 1987, a well-qualified teacher of Physics, to teach Physics to Advanced Level. A Scale 2 post is available.
Further details may be obtained from the Headmistress (s.a.e. please) to whom letters of application, together with the names and addresses of two referees, should be forwarded by Friday, 17th April. (09595) 134820

NEWHAM

LONDON BOROUGH OF NEWHAM
FOREST GATE COMMUNITY SCHOOL
Forest St., London E7 0HR
Head Teacher: Mrs A. Rowland
Number on roll: 896
CO-ORDINATOR OF SCIENCE AND TECHNOLOGY
Scale 2
Required: September 1987 or as soon as possible.
This post should integrate the Physical Sciences and Technology. Experience in one or more of the following areas would be useful: cross-curricular initiatives, CPVE, Science/Integrated Science, Electronics, Technology, GNVQ Technology.
London Allowance £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from Director of Studies to whom completed forms should be returned by 21st April, 1987.
Education Offices, 379-381 High Street, Stratford E15 4QZ.
An Equal Opportunity Authority. (08974) 134820

OXFORDSHIRE

WOOD GREEN SCHOOL
Please see main advertisement under Scale 1 Posts. (09831) 134820

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
CHRIST'S SCHOOL
Queen's Road, Richmond
Surrey TW10 6HW
An 11-16 Mixed Comprehensive, voluntary aided Joint Anglican/Roman Catholic School
Required for September 1987, a well qualified and dynamic scientist to take a leading role in the faculty and initiate a Modular Science programme with a view to developing appropriate cases, particularly for C.C.S.E.
Preference may be given to practising Anglican/Roman Catholics.
Forms and further details (foolscap s.a.e. please) from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, to whom, through the Headteacher, Mrs B.C. Hewitt, M.A., by Thursday 23rd April 1987. (09630) 134820

SUFFOLK

COUNTY COUNCIL
COUNTY UPPER SCHOOL
Beaton's Way, Bury St. Edmunds, Suffolk IP32 6BU
Mixed comprehensive 13-18; 870 on roll, 110 in Sixth Form and a Joint 6th Form arrangement with a neighbouring school (providing a linked 6th of 200 students)
Required for September 1987 TWO Physical Scientists, one with a bias towards CHEMISTRY and one with a bias towards PHYSICS. Applicants should be willing and able to teach 'A' level in their specialised as well as contributing to modular science courses in Years 3 to 5. Scale 2 posts are available for suitably qualified and experienced teachers.
Further details and application forms from the Headmaster at the school, to whom they should be returned by April 28th. (09574) 134820

WEST SUSSEX

THOMAS BENNETT COMMUNITY COLLEGE
Ashdown Drive, Tilgate,
Crawley, West Sussex
Required September 1987, Scale 3 teacher of physical Science to join an innovative department, good facilities, integrated Science courses available to all students up to 16.
Apply Headteacher (Please). (09503) 134820

WEST SUSSEX

THOMAS BENNETT COMMUNITY COLLEGE
Ashdown Drive, Tilgate,
Crawley, West Sussex
Required for Summer Term Physical Scientist to join an innovative department. Good facilities. Integrated Science Courses taught to all students. Scale 2 available for a suitably qualified candidate who would take some responsibility within the department.
Apply Headteacher (S.A.E. please). (09501)

PLEASE MENTION THE T.E.S. when replying to advertisements

SECONDARY SCIENCE

continued

WILTSHIRE

DORCAN SCHOOL
Nine Springs Way,
Covingham, Swindon SN3 5DA
Acting Head Teacher: Mr. B. Apsley
SCIENCE TEACHER SCALE 2
Required for September, 1987, an experienced teacher able to contribute to the development of an already established mixed-ability whole school Integrated Science Department in this 11-16 comprehensive. The mixed competence should be prepared to take a key educational role in the development of GCSE courses. A Physics graduate would be preferable, to complement the committed range of expertise which is offered by the existing staff.
Please send s.a.e. for details and application to the Acting Head Teacher. Closing date for applications: Monday, 27th April, 1987.
Wiltshire is an Equal Opportunities Employer. (08356) 134820

Scale 1 Posts

BARNET

LONDON BOROUGH OF BARNET
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, London N12 8TA
Tel: 01-445 0105
V.A. Boys', 11-18. Roll 795
Sixth Form 159
Required September 1987. Applications are invited from well qualified graduates to teach PHYSICS throughout the school at all levels in a forward-looking and successful department. The post would be particularly suitable for new entrants to the profession. An ability to teach another affiliated subject would be an advantage and reference will be given to practising Catholics. Scale 1.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (09591) 134822

BERKSHIRE

DESBOROUGH SCHOOL
Shoppenhangers Lane,
Maidenhead
N.O.R.: 1100
Required for September 1987, a Teacher of Physics (Scale 1), preferably a good Honours Graduate, to join a very lively and successful department in this thriving boys' comprehensive school. Training will be available throughout the age and ability range, up to Oxford and Cambridge Entrance, and there are abundant opportunities to develop practical investigations in Physics, Electronics or Technology.
Apply by letter, with s.a.e., including full c.v. and the names of two referees, to the Headmaster from whom further details may be obtained (Tel: Maidenhead 34505). Closing date: 1st May.
Berkshire has a scheme of relocation assistance of lodging and removal expenses.
An Equal Opportunity Employer. (08590) 134822

CHESHIRE

EDUCATION COMMITTEE
ST CHADS RC COMPREHENSIVE SCHOOL
Grangeway, Runcorn,
Cheshire WA7 5YH
(11-18)
Required for September 1987.
SCALE 1 TEACHER FOR PHYSICS/CHEMISTRY.
Application forms and further details are available from the headteacher. (09790) 134822

CHESHIRE

EDUCATION DEPARTMENT
THE HEATH SCHOOL
Clifton Road, Runcorn
WA7 4SY
11-18 Mixed Comprehensive. 1150 on roll
TEACHER OF PHYSICS (with some Chemistry)
Scale 1 required for September 1987.
Purpose built Science suite.
Apply by letter (inc. C.v.) direct to the Headmaster. (09785) 134822

DORSET

The Authority proposes to appoint from 1 September the permanent Scale 1 full-time teachers who for the first year will be attached to parallel secondary schools to replace teachers seconded to serve with the County's Assessment Unit in preparation for the introduction of G.C.S.E. Thereafter the teachers will be offered suitable vacancies in schools.
Applications are invited for each of the following areas:
Mathematics
Science (especially Physical Science)
Craft, Design and Technology
Business Studies
Applications (forms to be returned by 27 April) and further details of the vacancies (S.A.E. please) from the Starting Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.
(04026) 134822

DORSET

COMPTON HILLS SCHOOL
Blandford Road, Corfe Mullen, Wimborne BH21 3JH
(approximate 13-18) Group 12
Required for September 1987, a well qualified teacher of Biology (Scale 1). Ability to teach 'A' level essential.
This comprehensive school (which opened in 1976) has an estimated N.O.R. of 1500, of whom 300 will be in the Sixth Form.
Letters of application giving the names and addresses of two professional referees and including a c.v. to the Headmaster at the above address. Closing date 24th April 1987. (09945) 134822

BEDFORDSHIRE

EDUCATION
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton,
Shefford, Bedfordshire SG17 5RY
Tel: Hitchin 812798
Required September 1987, a keen and enthusiastic teacher of science and physics, scale one, to join a forward-looking department.
The successful candidate will teach physical science as part of balanced, modular, combined course to G.C.S.E. and physics to 'A' level.
An interest in technology and computer studies would be an advantage.
Application forms and further details from the Headmaster. S.A.E. please.
Closing date: 30th April 1987.
An Equal Opportunities Employer. (09791) 134822

BEDFORDSHIRE

EDUCATION
MARK RUTHERFORD UPPER SCHOOL
Kempston Drive, Bedford
MK41 8SS
Bedford (0234) 64541
Required for September 1987 a teacher of physics or physical science, scale one.
A broad, modular based science course provides 30% of the curriculum to G.C.E. O level. Strong tradition of 'A' level Physics.
Candidates able to offer mathematics would be an advantage but this is not essential.
Application forms and further details from the Headmaster, S.A.E. please, with a letter of application giving the names and addresses of two referees.
Closing date: 4th May, 1987. (09659) 134822

BUCKINGHAMSHIRE

COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury,
Bucks. HP21 7SY
Scale: 1
Required September 1987, Graduate Teacher of Biology at this Grammar School for girls which has a strong Science faculty. The successful applicant would be required to teach throughout the school up to 'A' level. The post offers opportunities for developing a course work, and would be suitable for an experienced teachers or those seeking a first appointment.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, the Headteacher at the school. (08320) 134822

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury,
Bucks. HP21 7SY
Scale: 1
Required September 1987, Graduate Physics Teacher for this Grammar School for girls which has a strong Science faculty. The successful applicant would be required to teach throughout the school up to 'A' level. The post offers opportunities for developing a course work, and would be suitable for an experienced teachers or those seeking a first appointment.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, the Headteacher at the school. (08318) 134822

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER
THE QUEEN'S SCHOOL
Corporation Road,
Wisbech PE13 2SE
Tel: Wisbech 585237
Headmaster: Mr J.H. Piercy, B.Sc.
GROUP 12
REQUIRED FOR SEPTEMBER, 1987:-
Teacher of Science (Physics, Chemistry or Physical Science) Scale 1.
The Queen's School is a new 11-16 mixed comprehensive school which opened in new buildings in September, 1987. Science is compulsory throughout the school and the successful applicant will be expected to teach across the whole age and ability range.
Further details and application form available from the Head Teacher at the above address (s.a.e.). Closing date: 4th May. (09589) 134822

BARNET

LONDON BOROUGH
BARNET CHURCH SCHOOL
Barnet Lane, London N20 8AZ
Tel: 01-445 8205
Co-educational
Comprehensive. Roll 705
Sixth Form 50
Required Summer Term 1987, temporary teacher of BIOLOGY Scale 1 to teach to 'A' level. A willingness to teach an Integrated Science course to lower school pupils essential. There is a well equipped Science block with 7 laboratories. This person would become one of the team of Science staff which forms the Science faculty. There is a head of each Faculty, and a head of Faculty.
Apply in writing to Head Teacher for full c.v. and names of two referees. S.A.E. (09561) 134822

BEDFORDSHIRE

EDUCATION
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton,
Shefford, Bedfordshire SG17 5RY
Tel: Hitchin 812798
Required September 1987, a keen and enthusiastic teacher of science and physics, scale one, to join a forward-looking department.
The successful candidate will teach physical science as part of balanced, modular, combined course to G.C.S.E. and physics to 'A' level.
An interest in technology and computer studies would be an advantage.
Application forms and further details from the Headmaster. S.A.E. please.
Closing date: 30th April 1987.
An Equal Opportunities Employer. (09791) 134822

EAST SUSSEX

PRIORY SCHOOL
Mountfield Road, Lewes BN7 2XD
Comprehensive mixed, 11-18.
Roll: 1250
From September: Teacher of Science, Scale 1 able to teach Integrated Science throughout the 11-16 age range. An opportunity to teach a single science specialism will also be available. A Scale 2 post could be available for responsibility for Integrated Science to GCSE level.
Relocation grants in approved cases.
Application forms (sae please) from and returned to the Head Teacher. (09822) 134822

ESSEX

CASTLEVIEW SCHOOL
Magpel Avenue, Canvey Island
SS8 8HZ
Tel. Canvey Island 506811
(0268 506)
TEACHER OF BIOLOGY Scale 1
Required September. Work to GCSE level Biology, lower school science in Integrated Science. Lively department, good facilities, second science subject useful.
Applicants with proven references in approved cases.
Application forms and further details available from the Headteacher with s.a.e. for details.
We prefer a male or equally by of opportunity.
Applications particularly welcome from people with disabilities. (08945) 134822

ESSEX

THE FITZWIMARC SCHOOL
72 Dudley Road, Romford
Tel: Rayleigh 745984-6
(Roll 1,234)
TEACHER OF CHEMISTRY Scale 1
Required September to teach throughout the School in a well organised and highly motivated department.
Curriculum vitae and names of referees to Headteacher (foolscap sae please).
INGATESTONE ANGLO-EUROPEAN SCHOOL
Willow Green, Ingatestone
CM4 0DU
Tel: Ingatestone 354018
(Roll 1,195 including 150 in Sixth Form)
ASSISTANT TEACHER OF CHEMISTRY Scale 1
Required September, graduate to teach throughout the School. Strong Sixth Form (A Level and International Baccalaureate courses). London Fringe Allowance payable.
Closing date: 27th April 1987.
Write to Headteacher for further particulars and application form (foolscap sae please). (09735) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford,
Kent DA1 2NR
Temporary teacher of Biology to at least UCAS standard required for Autumn Term, 1987 and Spring Term, 1988 to replace member of staff on maternity leave. Ability to teach Junior Chemistry an advantage.
Application form and further details are available from the Headmistress at the school.
Closing date: Friday, 1st May.
EAST KENT AREA
SIR ROGER MANWOOD'S SCHOOL
Sandwich, Kent C13 9JX
Voluntary Controlled Mixed Grammar School (11+) of 950 pupils including 100 boarders and 150 in Sixth Form
SCALE 1 SCIENCE POST
Required for September 1987 a teacher for Biology and Chemistry to teach to G.C.S.E. examination level in both subjects. There is the possibility of 'A' level work in one of the subjects for a suitably qualified candidate. We are seeking someone with games or C.C.F. would be welcome.
Application by letter with full C.V. to the Headmaster.
SIR JOSEPH WILLIAMSON'S MATHEMATICAL SCHOOL
Maidstone Road, Rochester,
Kent ME1 3EL
A grammar school of 715 boys (11-18 age group) 150 in Sixth Form in modern premises on the outskirts of Rochester.
Required in September 1987, a suitably qualified graduate to teach Physics to GCSE 'O' and 'A' levels.
Applications will be welcomed from now entrants to the profession. Accommodation available on request from the school. SAE please.
All members of staff are expected to play a role in the pastoral care of pupils and a willingness to contribute to all aspects of the course (food, fabrics, child care), with the opportunity for appropriate specialised Sixth Form teaching.

HAMPSHIRE

COVE SCHOOL
St. John's Road, Cove,
Hampshire
Comprehensive Mixed (11-16)
N.O.R. 970
Required for September 1987.
Scale 1 post.
Teacher of Chemistry and Integrated Science. An additional subject subject to G.C.S.E. would be an advantage.
Closing date 8th May 1987.
Letter of application naming referees to the Headteacher Teacher with s.a.e. for details.
We prefer a male or equally by of opportunity.
Applications particularly welcome from people with disabilities. (08945) 134822

HERTFORDSHIRE

ST. GEORGE'S SCHOOL
Harpenden, Herts. AL5 4TD
Voluntary Aided, Day and Boarding 11-18 All Ability Group 13
Required for September 1987 a Physical Scientist to friendly and successful Science Department to teach Physics and/or Chemistry to A-Level. Willingness to help with Integrated Science to G.C.S.E. an advantage.
Applications, with curriculum vitae and names and addresses of two referees, to Mrs. J. Tate, Acting Head, St. George's School, Harpenden. (08309) 134822

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HATHERSHAW SCHOOL
Belfield Avenue, Oldham
PHYSICS OR CHEMISTRY TEACHER - Scale 1
Required for September 1987 a suitably qualified teacher to share the teaching of the subject throughout the school. Preference will be given to a candidate who can also be expected to teach some General Science.
Please apply by letter to the Head of the School including full c.v. and names and addresses of 2 referees by 1st May.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (09904) 134822

HERTFORDSHIRE

VERULAM SCHOOL
Brampton Road, St. Albans,
Herts. AL1 4PX
Well established, Group 11, a suitability 11-18 boys' school of 870 boys with 140 in the Sixth Form.
Required for September a suitably qualified teacher of Biology to share the teaching of the subject throughout the school up to A Level. Scale 2 is available (plus London Weighting) to a suitably qualified and experienced candidate but applicants to the profession are welcome to apply.
Application by letter, together with curriculum vitae and the names and addresses of two referees, to the Headmaster as soon as possible. (08308) 134820

ITALY

'Milan, sweepeces advert' (Dorset). (09811) 134822

OVERSEAS

Please see VSO display ad under Overseas Appointments. (08805) 134823

HILLINGDON

LONDON BOROUGH OF HILLINGDON
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon
UB10 0EX
Number on roll 791. 77 in Sixth Form
Headteacher: Mr M.W. White M.A., M.A., B.Sc.
SCIENCE (SCALE 1)
Required for September 1987 a suitably qualified teacher to share the teaching of Science throughout the School.
Abbotsfield is an 11-18 comprehensive boys' school which is pleasantly situated and shares sixth form and TVEI facilities with a girls' school on the same site.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (08917) 134822

HERTFORDSHIRE

VERULAM SCHOOL
Verulam Road, St. Albans,
Herts. AL3 4DG
Well established, Group 11, a suitability 11-16 school of 870 boys with 140 in the Sixth Form
Required from September 1987, a suitably qualified and experienced teacher to be Head of Biology.
Application forms are obtainable from and returnable to the Head Teacher, Gordon High School, Great North Road, Gosforth, Newcastle upon Tyne NE3 5JH by Friday, 1st May, 1987. (09643) 134818

NORTH YORKSHIRE

ST JOHN FISHER RC HIGH SCHOOL
Harrogate Drive, Harrogate
Required for September 1987 SCIENCE TEACHER, Scale 2 in this 11-18 Boys' Roman Catholic Comprehensive School.
Qualified and experienced teacher prepared to make a contribution to Combined and Integrated Science courses leading to GCSE and sufficient to take some teaching GCE 'A' level chemistry.
Application forms and further details (sae please) from Headteacher. Return date ASAP. (09805) 134819

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
CASCORTH HIGH SCHOOL
APPOINTMENT OF HEAD OF BIOLOGY (SCALE 3 POST)
Required from September 1987 a suitably qualified and experienced teacher to be Head of Biology.
Application forms are obtainable from and returnable to the Head Teacher, Cascorth High School, Great North Road, Gosforth, Newcastle upon Tyne NE3 5JH by Friday, 1st May, 1987. (09643) 134818

NORTH YORKSHIRE

ST JOHN FISHER RC HIGH SCHOOL
Harrogate Drive, Harrogate
Required for September 1987 SCIENCE TEACHER, Scale 2 in this 11-18 Boys' Roman Catholic Comprehensive School.
Qualified and experienced teacher prepared to make a contribution to Combined and Integrated Science courses leading to GCSE and sufficient to take some teaching GCE 'A' level chemistry.
Application forms and further details (sae please) from Headteacher. Return date ASAP. (09805) 134819

SUFFOLK

COUNTY COUNCIL
COUNTY UPPER SCHOOL
Beaton's Way, Bury St. Edmunds, Suffolk IP32 6BU
Required September 1987 a Physics teacher with a bias towards CHEMISTRY, to share in the teaching of Science throughout the school. This post will be involved in Phase 2 TVEI scheme from September 1987, and there will be exciting opportunities to be involved in new curriculum initiatives.
The successful candidate will be expected to fully participate in the school's homework and lifeskills programmes. This school is committed to Education for All and equality of access for all users.
Application forms and further details are available (S.A.E. please) from the Headteacher, Wyke Manor Upper School, Wilson Road, Wyke, Bradford BD12 9PX to whom completed forms should be returned by 27 April 1987.
Reference: ET 36287/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability who meet the job requirements. (09549) 134822

WEST SUSSEX

THOMAS BENNETT COMMUNITY COLLEGE
Ashdown Drive, Tilgate,
Crawley, West Sussex
Required September 1987, Scale 3 teacher of physical Science to join an innovative department, good facilities, integrated Science courses available to all students up to 16.
Apply Headteacher (Please). (09503) 134820

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury,
Bucks. HP21 7SY
Scale: 1
Required September 1987, Graduate Physics Teacher for this Grammar School for girls which has a strong Science faculty. The successful applicant would be required to teach throughout the school to 'A' level. The post offers opportunities for developing a course work, and would be suitable for an experienced teachers or those seeking a first appointment.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, the Headteacher at the school. (08318) 134822

BRADFORD

CITY OF BRADFORD
METROPOLITAN COUNCIL
WYKE MANOR SCHOOL
HEAD OF PHYSICS AND SCIENCE/TECHNOLOGY LINKS (Scale 4)
Required for September 1987, a suitably qualified and experienced teacher to lead the Physics Department and establish links between Science and Technology within a forward-looking and dynamic Faculty of Science. This vacancy has arisen through the promotion of the current post-holder.
The person appointed will be expected to assess the necessary administrative and managerial skills to maintain and develop the existing curriculum initiatives and assist in the implementation of a Phase II T.V.E.I. Scheme. Experience of Science/Technology links, modular science courses and units of accreditation would be an advantage.
The successful candidate will be required to fully implement the school's lifeskills and homework policies. This school is fully committed to Education for All and equality of access for all users.
Application forms and further details are available (s.a.e. please) from the Headteacher, Wyke Manor Upper School, Wilson Road, Wyke, Bradford BD12 9PX to whom completed forms should be returned by 27th April, 1987. Ref: ET 33387/TES.
We are an equal opportunities employer and welcome applications from candidates of any age, race, sex, or disability who meet the job requirements. (09570) 134818

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

Application forms and further details of each of the following posts are available from The Head Teachers at the schools on receipt of SAE.

SECONDARY SCHOOLS

BUDEHAVEN SCHOOL
Valley Road, Bude, Cornwall EX23 8DG
Group 11. NOR 950. Sixth Form of 110

HOME ECONOMICS: SCALE 1
Required for September 1987, an enthusiastic teacher of Home Economics. A broad-based course leads to GCSE "Family, Home, and Food" and the successful candidate will be committed to all aspects of the course (food, fabrics, child care), with the opportunity for appropriate specialised Sixth Form teaching.

PHYSICAL SCIENCE: SCALE 1
Required for September 1987, an enthusiastic teacher of Physical science to assist in the teaching of Physics, Chemistry and General Science throughout the school with some lower school Mathematics. The school serves the attractive resort of Bude and the surrounding rural area and a new purpose-built Science block provides excellent laboratory facilities. The post would suit first time applicants and a preparedness to work with computers would be an advantage.

Closing Date: 8th May 1987.

NEWQUAY TRETHERRAS SCHOOL,
Trevenson Road, Newquay, Cornwall TR7 3BH
Group 12. NOR 1600. Sixth Form of 200

BUSINESS STUDIES: SCALE 1 or 2 (depending on qualifications)
Required for September 1987, a teacher of Business Studies to teach communication skills, keyboard skills (including word processing and audio typewriting), teeline shorthand, and office practice. The students, who are principally in the Sixth Form, work towards RSA examinations. Some experience in teaching Commerce and related subjects would be an advantage.

DRAMA: SCALE 1
Required for September 1987, a full-time teacher of Drama for the full age and ability range.

SALTASH SCHOOL
Wearde Road, Saltash, Cornwall PL12 4AY
Group 11. NOR 1290. Sixth Form of 120

MODERN LANGUAGES: SCALE 1
Required for September 1987, a suitably qualified and enthusiastic teacher to offer French across the ability range mainly in Years 1 to 3. The SW Languages Credit Scheme and the Tricolore courses are popular throughout the school. GCSE coursework available to an applicant with relevant experience an ability to offer German helpful.

ST AUSTELL SIXTH FORM COLLEGE
Trevarthian Road, St Austell, Cornwall PL25 4BZ
Group 11. NOR 416

MATHEMATICS: SCALE 2
Required for September 1987, a graduate mathematician with experience of teaching the subject at 'A' level in the large and very successful department of Mathematics. The vacancy arises as a result of promotion of the present holder to Head of Department elsewhere.

(14327)

CORNWALL COUNTY COUNCIL

SECONDARY SCHOOL
continued

NORTHAMPTONSHIRE

MIDDLETON CHENEY CHENDIRIT SCHOOL
Archery Road, Middleton Cheney, Banbury, Oxon OX17 2QR

TEACHER OF PHYSICS, SCALE 1

Required for September 1987 or January 1988 a well qualified graduate able to teach physics to examination level as well as general science to the early secondary years. The successful applicant must be prepared to enter into the spirit of modern science teaching as the department is a vigorous and flourishing one.

Chendirit is a group 10, purpose-built 11-18 comprehensive school, serving a developing and attractive rural area of south-west Northamptonshire, Oxford and the Cotswolds are within easy reach. The school was opened in 1978, is attractively designed and retains the drive and momentum of a new school and a young, energetic staff.

Application forms and further details may be obtained from the Headmaster, on receipt of a stamped addressed envelope

NORTHAMPTON DENTON
APPLE SCHOOL
Berrywood Road, Duston, Northampton NN5 6XA

BIOLOGY TEACHER
SCALE 1

Permanent full-time post from September 1987 to teach full and part-time courses in this 11-18 comprehensive school (mixed based 3-tier background with an interest in science both combined and separate also desirable

Application forms and further details available from the Headmaster (SAE please).

Closing date for both the above posts, two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, race and disability. (09543) 134622

OXFORDSHIRE

COUNTY COUNCIL
WOOD GREEN SCHOOL
Woodstock Road, Witney OX8 6DX

Group 11 Age 11-18 Roll 975
Required for September 1987 a teacher of Physics up to 'A' level with an interest in Technology. Scale 2 available for a suitable applicant.

Further details and application form available from the Headteacher. SAE please.

An equal opportunity Employer. (09842) 134622

SUFFOLK

COUNTY COUNCIL
FARLINGAYE HIGH
Ransom Road, Woodbridge IP12 4JU

13-18 mixed comprehensive, roll 770

Required September 1987 TEACHER OF CHEMISTRY Scale 2, to teach subject to 'A' level and to work in the team co-ordination Science throughout the school, and currently teaching Suffolk Science to third and fourth years.

Application forms and details obtainable from the Head at the school, closing date 24th April. (09161) 134822

SUFFOLK

COUNTY COUNCIL
THURSTON UPPER SCHOOL
Bury St. Edmunds, Suffolk

(Mixed comprehensive 13-18, 1150 on roll)

Required for September, 1987, a Temporary Teacher of SCIENCE (Scale 1) for the Summer Term, 1987, only.

Further details and application forms from the Head at the school to whom they should be returned as soon as possible. (09571) 134822

WILTSHIRE

WOOTTON BASSETT SCHOOL
Wootton Bassett, Swindon SN4 7HD

Tel. Swindon (0793) 852121

Head Teacher: Mr J.H. Thomas

A co-educational Comprehensive School for 1300 pupils aged 11-18 years

Required for September, 1987 a Temporary Teacher of Physics to teach Physics to examination level in this 11-18 comprehensive school (mixed based 3-tier background) with an interest in science combined science is also desirable

Application forms and further details available from the Headmaster (SAE please).

Closing date for both the above posts, two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, race and disability. (09543) 134622

OXFORDSHIRE

COUNTY COUNCIL
WOOD GREEN SCHOOL
Woodstock Road, Witney OX8 6DX

Group 11 Age 11-18 Roll 975
Required for September 1987 a teacher of Physics up to 'A' level with an interest in Technology. Scale 2 available for a suitable applicant.

Further details and application form available from the Headteacher. SAE please.

An equal opportunity Employer. (09842) 134622

SUFFOLK

COUNTY COUNCIL
THURSTON UPPER SCHOOL
Bury St. Edmunds, Suffolk

(Mixed comprehensive 13-18, 1150 on roll)

Required for September, 1987, a Temporary Teacher of SCIENCE (Scale 1) for the Summer Term, 1987, only.

Further details and application forms from the Head at the school to whom they should be returned as soon as possible. (09571) 134822

WILTSHIRE

WOOTTON BASSETT SCHOOL
Wootton Bassett, Swindon SN4 7HD

Tel. Swindon (0793) 852121

Head Teacher: Mr J.H. Thomas

A co-educational Comprehensive School for 1300 pupils aged 11-18 years

Required for September, 1987 a Temporary Teacher of Physics to teach Physics to examination level in this 11-18 comprehensive school (mixed based 3-tier background) with an interest in science combined science is also desirable

Application forms and further details available from the Headmaster (SAE please).

Closing date for both the above posts, two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, race and disability. (09543) 134622

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

SHENE SCHOOL
Park Avenue, East Sheen, London SW14 8BG

Shene is an 11-16 Comprehensive School (approx. 750 pupils on roll)

Set in pleasant surroundings close to Richmond Park

Required for April 1987, a SCIENCE TEACHER to join a thriving department. This is a scale 1 temporary post to cover maternity leave.

Please apply immediately by telephone (01-876 8962) or by letter to the Headteacher giving qualifications, experience, the name and address of one referee and your own telephone

Social Studies

Heads of Department

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
PRINCES RISBOROUGH COUNTY SECONDARY SCHOOL
Merton Road, Princes Risborough, Aylesbury HP17 0DT

Required for September 1987 an experienced and enthusiastic teacher of Geography for the post of Head of Social Studies Department (Scale 3). The Department runs compulsory Humanity courses throughout the school leading to G.C.S.E. together with optional courses in History and Geography. Additionally, it is responsible for the provision of the religious programme. A commitment to integrative approaches in Lower School would be an advantage.

Further details and application form obtainable from Headteacher on receipt of s.a.e. Tel. Princes Risborough 5496. (09869) 135618

Scale 2 Posts and above

CROYDON

ADDINGTON HIGH SCHOOL
See Other Item by subject Scale 2 and above posts Head of Personal & Social Development. (09793) 135020

SUFFOLK

COUNTY COUNCIL
BURY UPPER SCHOOL
Barton's Way, Bury St. Edmunds

Two Physical Scientists. See Secondary Science Scale 2. (09573) 134822

SURREY

BOURNE SCHOOL
Please see main advertisement under 'Independent Schools' (08647) 134822

Scale 1 Posts

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham B36 0HE

Tel: 021-747 2876

Required for September 1987 in this 11 - 18 all-ability school, a Scale 1 TEACHER OF SOCIAL SCIENCE, for one year initially.

The ability to teach up to 'A' Level in either Sociology, Economics or Politics is essential.

Apply by letter to the Headteacher enclosing c.v. and S.A.E. (09535) 135022

Speech and Drama

Heads of Department

ENFIELD

LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Hazelbury Road, London N9 9TN

Voluntary Aided Grammar School. Founded 1624. Roll 1240 Mixed: 330 in the sixth form.

Required September 1987. HEAD OF DRAMA. Scale 3, to teach Drama and English and be responsible for extra-curricular Drama.

Further details of the School and the post may be obtained from the Headmaster to whom application should be made by letter, including curriculum vitae and the names of two referees.

London Allowance £795.

An equal opportunity employer. (09568) 135218

WILTSHIRE

DORCAN SCHOOL
St. Paul's Drive, Covingham, Swindon SN3 5BA

Acting Head Teacher: Mr B. Penby

HEAD OF DRAMA Scale 2

Required for September, 1987, a Drama specialist to work within an Expressive Arts Department which integrates the work of Art, Music, Dance in an exciting and rewarding way within this 11-16 comprehensive. The successful applicant should be able to be committed long-term. The Wiltshire to develop GCSE Drama within a modular framework and to extend Drama beyond the curriculum would be most welcome.

Please send s.a.e. for details and application to the Acting Head Teacher. Closing date and date for applications: Monday, 27th April, 1987.

Wiltshire is an Equal Opportunities Employer. (09581) 135222

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22

65A - 81G girls
Required for September 1987, well qualified Drama graduate to join a thriving department.

Please see independent section for full details. (09465) 135222

NORTHAMPTONSHIRE

MIDDLETON CHENEY CHENDIRIT SCHOOL
Archery Road, Middleton Cheney, Banbury, Oxon OX17 2QR

TEACHER OF DRAMA: SCALE 1

Required for September (or April) 1987 a dynamic and resourceful teacher of Drama to work in the Creative Arts and Design Faculty. Drama is part of the core curriculum within the lower school and exists as an option at GCSE level in the upper school. The successful applicant should be conversant with all aspects of Drama teaching and production, and be capable of seeing links across the faculty and throughout the curriculum.

Chendirit is a group 10, purpose-built 11-18 comprehensive school, serving a developing and attractive rural area of south-west Northamptonshire, Oxford and the Cotswolds are within easy reach. The school was opened in 1978, is attractively designed and retains the drive and momentum of a new school and a young, energetic staff.

Application forms and further details may be obtained from the Headmaster, on receipt of a stamped addressed envelope. Closing date two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (09542) 135222

SANDWELL

METROPOLITAN BOROUGH COUNCIL
HOLLY LODGE HIGH SCHOOL
(11-16 Comprehensive)

Required for June 1987

SCIENCE - Scale 1.

Physics specialist needed for maternity leave during maternity leave.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.

An equal opportunity employer.

Canvassing of members of the authority will disqualify. (09555) 134822

Chendirit is a group 10, purpose-built 11-18 comprehensive school, serving a developing and attractive rural area of south-west Northamptonshire. Oxford and the Cotswolds are within easy reach. The school was opened in 1978, is attractively designed and retains the drive and momentum of a new school and a young, energetic staff.

Application forms and further details may be obtained from the Headmaster, on receipt of a stamped addressed envelope

SHROPSHIRE

NEWPORT ADAMS GRAMMAR SCHOOL
Newport, Shropshire

HABERDASHERS COMPANY VOLUNTARY AIDED SCHOOL

400 Boys, including 120 boarders and over 80 in Sixth Form

Required for September 1987 a well qualified and imaginative teacher of Physics to head a vigorous and highly successful department. Opportunity to teach to GCE Advanced level to suitably qualified candidate. Strong tradition for Sixth Form subject, Fine Science laboratories and a Computing Centre.

Applications from newly qualified teachers, as well as experienced ones, will be very welcome.

Applications (no forms) with curriculum vitae and names and addresses of two referees to the Headmaster as possible. (09528) 134822

Scale 2 Posts and above

CROYDON

ADDINGTON HIGH SCHOOL
See Other Item by subject Scale 2 and above posts Head of Personal & Social Development. (09793) 135020

Scale 1 Posts

SOLIHULL

EDUCATION COMMITTEE
PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham B36 0HE

Tel: 021-747 2876

Required for September 1987 in this 11 - 18 all-ability school, a Scale 1 TEACHER OF SOCIAL SCIENCE, for one year initially.

The ability to teach up to 'A' Level in either Sociology, Economics or Politics is essential.

Apply by letter to the Headteacher enclosing c.v. and S.A.E. (09535) 135022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT
SIR WILLIAM NOTTIDGE SCHOOL
Belgrave Road, Whitstable CT5 1PX

(Group 11 Nb Secondary school)

HEAD OF DRAMA - Scale 3
Required for September, a fully committed & imaginative teacher of wide experience to lead Educational Drama throughout the school. A department within its own right, its work is viewed very highly within the County and is extremely popular with pupils through to GCSE Level. Valued in the development of drama people it is a long established post for years 1-5. Will be required to teach English to all levels of ability.

Further details from Head Teacher (SAE).

Apply by letter together with full c.v. and names of 2 referees.

Closing date 16.4.87. (09553) 135216

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT
SIR WILLIAM NOTTIDGE SCHOOL
Belgrave Road, Whitstable CT5 1PX

(Group 11 Nb Secondary school)

HEAD OF DRAMA - Scale 3
Required for September, a fully committed & imaginative teacher of wide experience to lead Educational Drama throughout the school. A department within its own right, its work is viewed very highly within the County and is extremely popular with pupils through to GCSE Level. Valued in the development of drama people it is a long established post for years 1-5. Will be required to teach English to all levels of ability.

Further details from Head Teacher (SAE).

Apply by letter together with full c.v. and names of 2 referees.

Closing date 16.4.87. (09553) 135216

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
PRINCES RISBOROUGH COUNTY SECONDARY SCHOOL
Merton Road, Princes Risborough, Aylesbury HP17 0DT

Required for September 1987 an experienced and enthusiastic teacher of Geography for the post of Head of Social Studies Department (Scale 3). The Department runs compulsory Humanity courses throughout the school leading to G.C.S.E. together with optional courses in History and Geography. Additionally, it is responsible for the provision of the religious programme. A commitment to integrative approaches in Lower School would be an advantage.

Further details and application form obtainable from Headteacher on receipt of s.a.e. Tel. Princes Risborough 5496. (09869) 135618

Scale 1 Posts

EAST SUSSEX

PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade BN4 2WR

Comprehensive mixed community college. 11-18 Roll: 1250

From September 1: Teacher of Humanities (Scale 1) Co-ordinate the performing Arts course in the Lower School.

Relocation grants in approved cases.

Application forms (sae please) from and returnable to the Principal. (09539) 135222

HAVERING

LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Broxhill Road, Romford RM1 2RR

Tel: Harrow Lurch 47368
Headteacher: Mrs J. Irwinllott (0708 1132 Girls)

Required for September 1987, Scale 1 teacher of Drama in this 11-18 all girls school. Drama is taught throughout the school.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Moat Road, Oldbury, Warley, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (08711) 135222

WILTSHIRE

WOOTTON BASSETT SCHOOL
Lime Bassett, Swindon SN4 7HD

Tel: Swindon (0793) 852121

Head Teacher: Mr J.H. Thomas

A co-educational Comprehensive School for 1300 pupils aged 11-18 years

Required for September, 1987 - Scale 1 teacher of Drama. Dynamic and talented teachers are invited to apply to join the Performing Arts Faculty which enjoys a fine reputation for both teaching standards and the quality of public performances.

The successful candidate will assume the role of Drama adviser to the Faculty and be expected to teach the subject up to 'A' level standard. Enthusiastic support, as a tutor, for the pastoral structure of the school is expected.

Application forms available from the Headmaster at the School (S.A.E. please). Closing date Friday, 8th May, 1987.

'Wiltshire is an Equal Opportunities Employer' (08557) 135226

Scale 2 Posts and above

EAST SUSSEX

EASTBOURNE SIXTH FORM COLLEGE
King's Drive, Eastbourne BN21 2UN

Sixth Form College, 16-19. Roll: 510

From September 1, 1987: Head of Modern Languages (Scale 4). It is hoped to appoint a highly qualified and well experienced Graduate keen to make a positive contribution to the College.

Relocation grants in approved cases.

Application forms (foolscap sae please) from and returnable to the Principal by April 30. (09826) 140018

HAMPSHIRE

GOSPORT SIXTH FORM COLLEGE
This is a new sixth form college which is due to open in September 1987, following the re-organisation of Secondary Education (11-19) in Gosport. There will be three 11-16 secondary comprehensive schools and a Sixth Form College.

Required September 1987, Head of Pre-Vocational and Foundation courses, Scale 4.

Application forms and further details may be obtained from the Principal, Fareham Gosport Area Education Office, Walpole Road, Gosport PO12 1BU. (S.A.E. please).

Closing date: 24th April 1987. (09946) 140018

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
DE LA SALLE SIXTH FORM COLLEGE
Weir Bank, Salford M6 8QS
Tel: 061-736 6302

SOCIOLOGY
This Roman Catholic College seeks to appoint for 1st September, 1987 a fully qualified teacher to lead this department. Salary will depend upon qualifications and experience, a Scale 3 post is available for a suitably experienced applicant.

Application forms, which can be obtained from the address given above, must be completed and returned to the Principal by 24 April, 1987. (Previous applicants will be considered unless formally withdrawn). (08780) 140018

HAMPSHIRE

GOSPORT SIXTH FORM COLLEGE
This is a new sixth form college which is due to open in September 1987, following the re-organisation of Secondary Education (11-19) in Gosport. There will be three 11-16 secondary comprehensive schools and a Sixth Form College

Required September 1987, Head of Learning Resources which is a Scale 4.

Application forms and further details may be obtained from the Principal, Fareham Gosport Area Education Office, Walpole Road, Gosport PO12 1BU. (S.A.E. please).

Closing date: 24 April 1987. (09942) 140018

Scale 1 Posts

HAMPSHIRE

FAREHAM TERTIARY COLLEGE
Required for 1st September 1987
LECTURER I IN MATHEMATICS
A suitably qualified graduate to teach mathematics at all levels. This post offers a varied programme which could span the range from CPVE Numeracy to 'A' level. Further Mathematics. A willingness to contribute to the Computers across the Curriculum' provision within the College, would be an advantage.
LECTURER II IN INFORMATION TECHNOLOGY
A suitably qualified graduate to help with the development of Information Technology. This post would carry a teaching commitment together with a college-wide responsibility. Candidates should have the vision and experience to appreciate the fundamental changes in teaching style which Information Technology is likely to precipitate, together with the enthusiasm, initiative and management skills necessary to ensure that the policy agreed by the College is fully implemented.

Hampshire County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Application forms and further details from: Fareham Tertiary College, Bishopsfield Road, Fareham, Hants. PO14 1NH. Tel: (0329) 280844.

Closing date: 25th April 1987. (09947) 140022

BEDFORDSHIRE

LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds
Tel: 412005

Required for September 1987, a teacher of Economics and/or Business Studies, Scale 1.

Application forms available from and returnable to the Principal, S.A.E. please, Closing date 24th April 1987.

Bedfordshire is an Equal Opportunities Employer. (09712) 140022

ESSEX

COLCHESTER SIXTH FORM COLLEGE
North Hill, Colchester CO1 1SN
Tel: Colchester 577266

TWO TEACHERS Scale 1
Required for September for this purpose built college.

Scale 1 TEACHER OF ECONOMICS to G.C.S.E. and A Level.

Scale 1 TEACHER OF ACCOUNTS AND BUSINESS STUDIES to G.C.S.E. and A Level.

Closing date: 28th April 1987.

Application forms and further details from the Principal at the above address. (08767) 140022

HAMPSHIRE

PETER SYMONDS' COLLEGE
Winchester SO22 5RX
Open Access Sixth Form College 100+ students

Mathematics graduate required to teach up to 'A' level Further Maths standard.

Letter of application with full c.v., names and addresses of two educational referees and s.a.e. to the Principal.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (09945) 140022

WILTSHIRE

NEW COLLEGE
Swindon

Required for September 1987 in this state of the art developing tertiary college.

Lecturers in the following subjects up to 'A' Level:

Modern Languages (German)
Business Studies
Sociology

Annual Salary: £6,845 - £14,625 with progression to £13,656

Further details and application forms from: The Principal, New College, Stratton Road, Park North, Swindon, Wiltshire SN3 2LA returnable by 30th April, 1987. (09813) 140022

LONDON SW12

ST. FRANCIS XAVIER SIXTH FORM COLLEGE
Malwood Road, London SW12
Tel: 01-673 7122
Principal: Mr Bryan Snalune
Roll 750

Due to the further expansion of this college we the following teachers are required for the Autumn Term 1987.

Teacher of Science/CDT SCALE 1.

Teacher of Computer Studies - SCALE 1.

Teacher of Business Studies - SCALE 1.

Closing date: Friday 8th May.

Please apply to the above for further details and application form. (08738) 140022

ESSEX

COLCHESTER SIXTH FORM COLLEGE
North Hill, Colchester CO1 1SN
Tel: Colchester 577266

TWO TEACHERS Scale 1
Required for September for this purpose built college.

Scale 1 TEACHER OF ECONOMICS to G.C.S.E. and A Level.

Scale 1 TEACHER OF ACCOUNTS AND BUSINESS STUDIES to G.C.S.E. and A Level.

Closing date: 28th April 1987.

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PETER SYMONDS' COLLEGE
Winchester SO22 5RX
Open Access Sixth Form College 100+ students

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Letter of application with full c.v., names and addresses of two educational referees and s.a.e. to the Principal.

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Swindon

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Business Studies
Sociology

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LONDON SW12

ST. FRANCIS XAVIER SIXTH FORM COLLEGE
Malwood Road, London SW12
Tel: 01-673 7122
Principal: Mr Bryan Snalune
Roll 750

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Teacher of Science/CDT SCALE 1.

Teacher of Computer Studies - SCALE 1.

Teacher of Business Studies - SCALE 1.

Closing date: Friday 8th May.

Please apply to the above for further details and application form. (08738) 140022

OXFORDSHIRE

COUNTY COUNCIL
THE HENLEY COLLEGE

Please see under FE Colleges for the following posts:

Lecturer I posts in -

Physics

Sport and Health Related Fitness

Business Studies/ Secretarial and Office Systems

Special Needs

Information Technology

English/Communication Skills

Mathematics/Numeracy. (09829) 140023

WILTSHIRE

NEW COLLEGE
Swindon

Required for September 1987 in this state of the art developing tertiary college.

Lecturers in the following subjects up to 'A' Level:

Modern Languages (German)
Business Studies
Sociology

Annual Salary: £6,845 - £14,625 with progression to £13,656

Further details and application forms from: The Principal, New College, Stratton Road, Park North, Swindon, Wiltshire SN3 2LA returnable by 30th April, 1987. (09813) 140022

Special Education

Headships

NEWHAM

LONDON BOROUGH OF NEWHAM
REGENT SCHOOL
Prince of Wales Road, London E16 3HX
Head Teacher: Mr D. Clarke

Required: September 1987
HEAD TEACHER
Group 5 (S)

A Head Teacher is required for this school that provides education for pupils with behavioral or emotional difficulties, in the age-range 12-19.

Applicants must be willing to face the challenge of developing the resources of the school to support areas in the curriculum within ordinary provision by leading staff in exploring the management and motivation of pupils referred to them.

London Allowance: £1,215

Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 21.4.87. Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Authority. (08867) 140010

Deputy Headships

Second Masters/ Mistresses

NOTTINGHAMSHIRE

COUNTY COUNCIL
WESTFIELD SCHOOL
Lutton Road, New Basford, Nottingham NG5 1FH
Roll: 1100 (10-16)
DEPUTY HEAD TEACHER (Group 5 (S))

A suitably qualified teacher is required for September, or earlier if possible, for this school for pupils who have special educational needs of a social, emotional and behavioral nature. The successful candidate will be expected to play an important role in all aspects of the management and development of the School.

Application forms and further details are available (s.a.e.) from the Head Teacher at the School. Visits welcomed.

An Equal Opportunity Employer. (09744) 140012

SECONDARY OTHER THAN BY SUBJECT
continued

HOUNSLOW

CHISWICK SCHOOL
Burlington Lane, Chiswick W4 2UN
Tel: 01-747 0031
Headteacher: Mr B.S. Burrell, B.Sc.

COMMUNITY WORKER (SCALE 2)
(Group 11 Nb Secondary school)

HEAD OF DRAMA - Scale 3
Required for September, a fully committed & imaginative teacher of wide experience to lead Educational Drama throughout the school. A department within its own right, its work is viewed very highly within the County and is extremely popular with pupils through to GCSE Level. Valued in the development of drama people it is a long established post for years 1-5. Will be required to teach English to all levels of ability.

Further details from Head Teacher (SAE).

Apply by letter together with full c.v. and names of 2 referees.

Closing date 16.4.87. (09553) 135216

BUCKINGHAMSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
PRINCES RISBOROUGH COUNTY SECONDARY SCHOOL
Merton Road, Princes Risborough, Aylesbury HP17 0DT

Required for September 1987 an experienced and enthusiastic teacher of Geography for the post of Head of Social Studies Department (Scale 3). The Department runs compulsory Humanity courses throughout the school leading to G.C.S.E. together with optional courses in History and Geography. Additionally, it is responsible for the provision of the religious programme. A commitment to integrative approaches in Lower School would be an advantage.

Further details and application form obtainable from Headteacher on receipt of s.a.e. Tel. Princes Risborough 5496. (09869) 135618

Scale 1 Posts

EAST SUSSEX

PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade BN4 2WR

Comprehensive mixed community college. 11-18 Roll: 1250

From September 1: Teacher of Humanities (Scale 1) Co-ordinate the performing Arts course in the Lower School.

Relocation grants in approved cases.

Application forms (sae please) from and returnable to the Principal. (09539) 135222

HAVERING

LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Broxhill Road, Romford RM1 2RR

Tel: Harrow Lurch 47368
Headteacher: Mrs J. Irwinllott (0708 1132 Girls)

Required for September 1987, Scale 1 teacher of Drama in this 11-18 all girls school. Drama is taught throughout the school.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Moat Road, Oldbury, Warley, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (08711) 135222

WILTSHIRE

WOOTTON BASSETT SCHOOL
Lime Bassett, Swindon SN4 7HD

Tel: Swindon (0793) 852121

Head Teacher: Mr J.H. Thomas

A co-educational Comprehensive School for 1300 pupils aged 11-18 years

Required for September, 1987 - Scale 1 teacher of Drama. Dynamic and talented teachers are invited to apply to join the Performing Arts Faculty which enjoys a fine reputation for both teaching standards and the quality of public performances.

The successful candidate will assume the role of Drama adviser to the Faculty and be expected to teach the subject up to 'A' level standard. Enthusiastic support, as a tutor, for the pastoral structure of the school is expected.

Application forms available from the Headmaster at the School (S.A.E. please). Closing date Friday, 8th May, 1987.

'Wiltshire is an Equal Opportunities Employer' (08557) 135226

Other than by Subject Classification

Heads of Department

CROYDON

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

ADDINGTON HIGH SCHOOL
Fairchildes Avenue, New Addington, Croydon, Surrey CR0 0AA

Head of Personal and Social Development (Scale 3 or 4)

Required for September 1987 an experienced and enthusiastic teacher to take responsibility for Personal and Social Development, including careers education, in this 11-18 mixed comprehensive school.

The successful candidate will be expected to review the work of the Faculty following the introduction of both Active Tutorial Work and T.V.E. initiative in September 1987.

Further details available from the Head Teacher, to whom completed application should be returned by 1st May 1987.

Tenable: 1st September 1987.

Salary: Scale 3 or 4. (09794) 135618

EALING

LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunersbury Lane, Acton W3 8EY
Tel: 01-992 5366 Ext. 2500

A SENIOR TEACHER is required for September 1987 to lead either the Middle or Lower school. This vacant post has arisen due to the promotion to postholder's promotion to the Deputy Headship of a large comprehensive school.

Applications are invited from experienced teachers who have the human qualities, educational vision, organisation and administrative skills to lead a team of dedicated staff and play a leading role in the management of the school. A senior teacher is needed who is able to bridge the traditional pastoral academic divide and over-view in real terms both the social and academic welfare of the pupils concerned. A genuine concern for the children of all ethnic and social groups is essential, as will be a commitment to much necessary change and progress.

The specific placement of the successful candidate in either the Middle or Lower school will naturally depend upon their particular qualities and the needs of the school.

£1,915 London Weighting

Application forms available from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 3SU (S.A.E.), to be returned by 21st April, 1987.

Ealing's new Council welcomes applications from all women regardless of sex, ethnic origin, responsibility for dependants, from people with disabilities and gay lesbians and gay men. (04010) 135611

Scale 2 Posts and above

EALING

LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
Tel: 01-864 8544

Co-Educational 12-18, 125 on roll. Group 13

Head of Year Scale 4
Required for September 1987 well qualified teacher with good organisational ability to take a year group from the beginning of the 3rd year to the end of the 5th year.

£1,915 London Weighting per annum.

Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 3SU (S.A.E.) to be returned by 21st April 1987.

Ealing's New Council welcomes applications from all regardless of sex, responsibility for dependants, from people with disabilities and gay lesbians and gay men. (04009) 135611

Technology

Scale 2 Posts and above

ESSEX

SOUTHEND HIGH SCHOOL FOR GIRLS
Nassau Road, Westcliff-on-Sea, Southend on Sea SS2 4DZ
Tel: (0702) 588853
(Roll 755)

INFORMATION TECHNOLOGY TEACHER Scale 2
Required September, specialist to teach throughout the School. Teaching a subject needed. Scale 2 post, but probationers considered.

Closing date 8th May 1987. Apply to Headteacher for application form (SAE) quoting ref. (09137) 135222

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22

65A - 81G girls
Required for September 1987, well qualified Drama graduate to join a thriving department.

Please see independent section for full details. (09465) 135222

NORTHAMPTONSHIRE

MIDDLETON CHENEY CHENDIRIT SCHOOL
Archery Road, Middleton Cheney, Banbury, Oxon OX17 2QR

TEACHER OF DRAMA: SCALE 1

Required for September (or April) 1987 a dynamic and resourceful teacher of Drama to work in the Creative Arts and Design Faculty. Drama is part of the core curriculum within the lower school and exists as an option at GCSE level in the upper school. The successful applicant should be conversant with all aspects of Drama teaching and production, and be capable of seeing links across the faculty and throughout the curriculum.

Chendirit is a group 10, purpose-built 11-18 comprehensive school, serving a developing and attractive rural area of south-west Northamptonshire. Oxford and the Cotswolds are within easy reach. The school was opened in 1978, is attractively designed and retains the drive and momentum of a new school and a young, energetic staff.

Application forms and further details may be obtained from the Headmaster, on receipt of a stamped addressed envelope. Closing date two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (09542) 135222

SANDWELL

METROPOLITAN BOROUGH COUNCIL
LANGLEY HIGH SCHOOL
(11-16 Comprehensive)

Required for June 1987.

TEACHER - Scale 1.

To work in Expressive Arts department (some English preferred). Temporary during maternity leave. Part time possible.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Moat Road, Oldbury, Warley, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (08711) 135222

WILTSHIRE

WOOTTON BASSETT SCHOOL
Lime Bassett, Swindon SN4 7HD

Tel: Swindon (0793) 852121

Head Teacher: Mr J.H. Thomas

A co-educational Comprehensive School for 1300 pupils aged 11-18 years

Required for September, 1987 a Temporary Teacher of Physics to teach Physics to examination level in this 11-18 comprehensive school (mixed based 3-tier background) with an interest in science combined science is also desirable

Application forms and further details available from the Headmaster (SAE please).

Closing date for both the above posts, two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, race and disability. (09543) 134622

OXFORDSHIRE

COUNTY COUNCIL
WOOD GREEN SCHOOL
Woodstock Road, Witney OX8 6DX

Group 11 Age 11-18 Roll 975
Required for September 1987 a teacher of Physics up to 'A' level with an interest in Technology. Scale 2 available for a suitable applicant.

Further details and application form available from the Headteacher. SAE please.

An equal opportunity Employer. (09842) 134622

SUFFOLK

COUNTY COUNCIL
THURSTON UPPER SCHOOL
Bury St. Edmunds, Suffolk

(Mixed comprehensive 13-18, 1150 on roll)

Required for September, 1987, a Temporary Teacher of SCIENCE (Scale 1) for the Summer Term, 1987, only.

Further details and application forms from the Head at the school to whom they should be returned as soon as possible. (09571) 134822

WILTSHIRE

WOOTTON BASSETT SCHOOL
Wootton Bassett, Swindon SN4 7HD

Tel. Swindon (0793) 852121

Head Teacher: Mr J.H. Thomas

A co-educational Comprehensive School for 1300 pupils aged 11-18 years

Required for September, 1987 a Temporary Teacher of Physics to teach Physics to examination level in this 11-18 comprehensive school (mixed based 3-tier background) with an interest in science combined science is also desirable

Application forms and further details available from the Headmaster (SAE please).

Closing date for both the above posts, two weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, race and disability. (09543) 134622

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

SHENE SCHOOL
Park Avenue, East Sheen, London SW14 8BG

Shene is an 11-16 Comprehensive School (approx. 750 pupils on roll)

Set in pleasant surroundings close to Richmond Park

Required for April 1987, a SCIENCE TEACHER to join a thriving department. This is a scale 1 temporary post to cover maternity leave.

Please apply immediately by telephone (01-876 8962) or by letter to the Headteacher giving qualifications, experience, the name and address of one referee and your own telephone

Heads of Department

EAST SUSSEX

EASTBOURNE SIXTH FORM COLLEGE
King's Drive, Eastbourne BN21 2UN

Sixth Form College, 16-19. Roll: 510

From September 1, 1987: Head of Modern Languages (Scale 4). It is hoped to appoint a highly qualified and well experienced Graduate keen to make a positive contribution to the College.

Relocation grants in approved cases.

Application forms (foolscap sae please) from and returnable to the Principal by April 30. (09826) 140018

HAMPSHIRE

GOSPORT SIXTH FORM COLLEGE
This is a new sixth form college which is due to open in September 1987, following the re-organisation of Secondary Education (11-19) in Gosport. There will be three 11-16 secondary comprehensive schools and a Sixth Form College

Required September 1987, Head of Pre-Vocational and Foundation courses, Scale 4.

Application forms and further details may be obtained from the Principal, Fareham Gosport Area Education Office, Walpole Road, Gosport PO12 1BU. (S.A.E. please).

Closing date: 24 April 1987. (09946) 140018

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
DE LA SALLE SIXTH FORM COLLEGE
Weir Bank, Salford M6 8QS
Tel: 061-736 6302

SOCIOLOGY
This Roman Catholic College seeks to appoint for 1st September, 1987 a fully qualified teacher to lead this department. Salary will depend upon qualifications and experience, a Scale 3 post is available for a suitably experienced applicant.

Application forms, which can be obtained from the address given above, must be completed and returned to the Principal by 24 April, 1987. (Previous applicants will be considered unless formally withdrawn). (08780) 140018

HAMPSHIRE

GOSPORT SIXTH FORM COLLEGE
This is a new sixth form college which is due to open in September 1987, following the re-organisation of Secondary Education (11-19) in Gosport. There will be three 11-16 secondary comprehensive schools and a Sixth Form College

Required September 1987, Head of Learning Resources which is a

SPECIAL EDUCATION
continued

BUCKINGHAMSHIRE

From September 1987 Marlintyre Wingrave has a vacancy for DEPUTY HEAD/ TEACHER (SS) for 4 suitably qualified and experienced person.

We are a voluntary agency listed and approved by the D.E.S. to provide residential education, therapy, training and care for 44 mentally handicapped children and young people on a 52 week basis.

We are looking for a person of imagination and purpose to be responsible for the effective management and co-ordination of all educational aspects and who will contribute to the future developments in the project.

Apply with S.A.E. for further details to The Director, Macintyre Schools, Old Manor House, Wingrave, Aylesbury, Bucks. HP22 4PB. Closing date 1st May 1987. (09696) 160012

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT SPRINGWELL SCHOOL (GROUP 5(6))
DEPUTY HEADTEACHER (GROUP 5(5))

Required to take up appointment with effect from September, 1987. This is a new day school opening in September, 1987, for fifty pupils aged 13-16 with behavioural and emotional difficulties. Linked residential provision will be provided for about 2 pupils at a Social Services establishment. SALARY SCALE: Deputy Headteacher Group 5(5) £13,453 - £13,872.

Candidates should be well-qualified and have relevant professional experience.

Application forms and further details are obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7PN. On receipt of a stamped addressed foolscap envelope to be returned by 24th April 1987. (09782) 160014

Heads of Department

DORSET
SENIOR PORTAGE WORKER
Salary: £ Based on Excellent Scale Three (3) Currently £9,904 - £13,015

Required as soon as possible. A Senior Portage Worker to run a pilot Revised Staff Ratio currently funded by an Educational Support Grant until March 1990. The person will be based within the Bournemouth Dorset Area. Experience with pre-school children with developmental delay and learning difficulties would be valuable.

Application forms and further details from Education Staffing Officer, County Hall, Dorchester. (SAE Please) to be returned to County Psychological Service (SC) Winfrith House, Manitoba, Dorchester by 24th April 1987. (09616) 160015

Required for September 1987

ADVISORY TEACHER FOR CHILDREN WITH SPEECH AND LANGUAGE DIFFICULTIES

Scale 4

The main purpose of this exciting new post is to provide advice and support to teachers in all phases of education who are working with identified children with speech and language difficulties. In addition the successful applicant will have the opportunity of playing a significant role at a time when the County is developing its provision for such children.

GRIST ADVISORY TEACHERS

Scale 4

Applications are invited from suitably qualified and experienced teachers for the following posts which are intended to assist with the delivery of in-service training opportunities for teachers under the new GRIST scheme, including school based activities:

1. CDT
with particular reference to Technology.

2. Business Studies
including involvement in the New Skills in Business Education Course.

3. GCSE and other examinations
including training links with examination boards.

4. Economics
to assist with in-service work in connection with Economics Awareness programmes and new approaches in GCSE.

5. Media Studies
to assist with the in-service training associated with projects at both primary and secondary levels.

6. Secondary Schools Library Project
to assist with the in-service training programme related to the project, which is concerned with study skills and the development and use of school/college libraries as an effective cross-curriculum resource.

7. School/College Training Links
to assist with the training needs associated with the development of networking in other projects and in the Teachers' Centres.

The appointments are permanent to the Authority's establishment, although secondments on a two year basis will be considered. The appointments are available from 1 September 1987.

Travel expenses payable.

Generous relocation allowances payable in appropriate cases.

Please send foolscap S.A.E. for form and details to County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD (Chelmsford (0245) 267222 ext. 2852).

Closing date 24 April 1987. (11769)

ESSEX
County Council

HAMPSHIRE
THE MARK WAY SCHOOL
London Road, Andover SP10 3PP
Scale 2(a)
Required September 1987 for this secondary MLD school suitably qualified teacher responsible for co-ordinating mathematics throughout the school and developing the existing Community Service Programme. Interest in furthering a Motor Cycle Proficiency Course would be an advantage.

Please send S.A.E. for application form to the Head Master.

Closing Date 27th April 1987.

The County Council pursues a policy of equality of opportunity.

Applications particularly welcome from people with disabilities. (09907) 160020

Scale 2 Posts and above

AVON COUNTY
HIGHWOOD/POPLARS
Purdown Hospital, Stapleton, Bristol BS16 1RJ
Required as soon as possible, an experienced, qualified teacher for disturbed adolescents who have severe learning difficulties.

Highwood/Poplars is a very small school within a large staffing ratio, to which pupils are referred from other special schools. Scale 2(b).

For further details from the Head Tel: Bristol 515818.

Letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees, enclosing sae.

SERVICE FOR SPECIAL EDUCATIONAL NEEDS
Elmfield House, Greystoke Avenue, Westbury-on-Trym, Bristol BS10 6AA
Required from 1st September 1987, a qualified and experienced teacher of the hearing impaired to be responsible for the Partially Hearing Unit at Tynin-Hengrove Junior School, Scale 3.

Further details from and letters of application to the Advisory Teacher for Special Educational Needs, at the above address, giving full c.v. and names and addresses of two referees, enclosing sae.

Avon as an equal opportunities employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (08702) 160020

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
HENRY'S SCHOOL
Henthorn, Dagenham, Essex (IG11 9QH)
Required for September 1987:

Lively teacher for senior size vacancy class in active special school. An ability to organise a primary science curriculum and assist with games an advantage. Scale 1 or 2(b1) for suitable applicant according to qualifications. £1,215 per annum Inner London Allowance. Visits to school requested (Tel: 01-592 3396).

Second advertisement. Previous applicants will be considered.

Reimbursement of removal expenses in approved cases.

Application forms from the Chief Education Officer, Town Hall, Barking, Essex (e.s.a.). Closing date: 23rd April 1987.

An equal opportunity employer. (09771) 160020

BEDFORDSHIRE
EDUCATION
(1) Richmond Hill, Luton
(2) Five Springs, Luton

Applications are invited for two pre-school teachers (special educational needs). The persons appointed will be members of the area teams. One will be based with the Richmond Hill team and the other with the Luton Five Springs team which is part of a county wide Special Education Support Service.

These teachers will hold Scale 2 posts and will be part of the Luton Area Special Education Support Service. The successful applicants will be responsible to the team leader of the Area Special Support Service.

Experience of working with the under Fives age group and the ability to work as part of a multi-disciplinary team is essential. Essential car user allowance payable.

Application forms and further details available from the Chief Education Officer, County Hall, Bedford. Closing date 1st May 1987.

An Equal Opportunities Employer. (09787) 160020

BEDFORDSHIRE
EDUCATION
FIVE SPRINGS SUPPORT SERVICE
Luton
Applications are invited for the Scale 3 post of County Staff Teacher (Special Educational Needs). The successful applicant will join the Five Springs Support Service Team in Luton, which is part of a county wide Special Education Support Service. Experience of working in a multidisciplinary team will be useful.

The successful applicant will be expected to contribute to in-service training courses in the classroom, in Schools and within the Authority's in-service training programme.

Essential car user allowance is payable. Assisted car purchase scheme.

Application form and further details are available from the Chief Education Officer ref. SS/SST, County Hall, Cauldwell Street, Bedford.

The closing date for applications is Friday May 8th 1987.

An Equal Opportunities Employer. (09714) 160020

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
TEACHING & SUPPORT SERVICE
(West Berkshire), Fir Tree Lane, Newbury
Required September 1987, experienced Support teacher for pre-school children with special needs. (Scale 3 (2)) to work with the Peripatetic teachers' counsellor team working initially in this Newbury area. Responsibilities will include visiting parents and children at home, providing a stimulating programme for parents and children to share and liaising with the support agencies.

The post includes an element of support for physical handicapped children in nursery/infant school. Experience in this field would be an advantage.

Application forms and further details from the Head of Service.

Closing Date: April 25th 1987.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (08848) 160021

HAMPSHIRE
MORDAUNT SCHOOL
(Severe learning and physical difficulties)
Scale 2(a) NURSERY POST REQUIRED FOR SEPTEMBER 1987

Teacher required at this independent School for children (2½-19 years) with severe learning and physical difficulties. The successful candidate should have relevant Special Needs experience preferably in a nursery environment.

An interest in computer assisted learning is essential and an ability to develop creative themes throughout the school would be an advantage.

Further details and application form from Mordaunt School, The Rose Road, Off Rose Road, Southampton SO2 7LE, Tel: Southampton (0703) 229017. (09578) 160020

BOLTON
METROPOLITAN BOROUGH OF BOLTON Equal Opportunity Employer
SCALE 2(B) SUPPORT TEACHER

Required for Easter or as soon as possible thereafter a Support Teacher. An experienced teacher is required to support children with severe learning difficulties in ordinary schools. The scheme aims to support up to a maximum of eight children through peripatetic support form teacher and nursery nurse. A qualification in special needs is essential as is considerable experience of working with this age group. Central features of the post will be a commitment to multi-disciplinary co-operation and to parental involvement.

Application forms and further particulars available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to whom completed applications should be returned by 25 April 1987. (09832) 160020

NORTH YORKSHIRE
EDUCATION DEPARTMENT
SEARCHLIGHT UNIT
SCALEBY SECONDARY SCHOOL
Scarborough

A temporary one year appointment from September 1987 - A qualified teacher of hearing impaired children to undertake tutorial support and individual tuition to pupils attending this integrated unit during the secondment of present teacher in charge.

Burnham Sc.3(2 (+SCA).

Application forms and further details from County Education Officer, Room 056, County Hall, Northallerton DL7 8AE.

Closing date 1.5.87. (09788) 160020

HERTFORDSHIRE
BRANDLES CLOSE SCHOOL
Stevenage Way, Baldock, Herts. SG7 5EY
Tel: Baldock (0462) 893189
TEACHER Scale 3 (S) required for September 1987, to be responsible for a Transition Unit in purpose adapted buildings on the school site. The course provides for the special educational needs of pupils with moderate learning difficulties aged 15-18.

A person is sought who has an interest in forging school/industry links and in developing a Course which can offer work experience, T.V.E.I. modules etc. for pupils in the area from other schools - both special and mainstream.

Further details and application forms are available from the Headteacher. (09762) 160020

KNOWSLEY
STOCKBRIDGE JUNIOR AND INFANT SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 3EQ
1335 pupils on roll - SPA
Required
HEADVERTISEMENT - PREVIOUS APPLICANTS CONSIDERED
TEACHER OF THE DEAF, SCALE 2, REQUIRED FOR SEPTEMBER 1987 to be based initially at Stockbridge Primary School, which is required to meet the needs of severely hearing impaired pupils. Some pre-school guidance and advisory/support work in other schools may also be required.

Application forms and further details are available (sae) from the Borough Education Officer, Huyton Bay Road, Huyton, Merseyside L36 5HY (phone: any school time 051-489 5311 ext. 2 - ansphone). Closing date: 24 April 1987. (09828) (EC)

Scale 1 Posts

AVON COUNTY
NORTHAVON LEAS SCHOOL
Notton, Lacock, Wiltshire
Required from 1st September 1987 a teacher of Humanities for this residential special school for boys aged 10-16 with emotional and behavioural problems. You will be expected to take responsibility for your work and the development of a 14-16 course.

A.D.A. payable (Scale 2 available for suitably qualified candidate).

Letters of application to the Headteacher giving full c.v. and names of two referees, enclosing sae.

Avon as an equal opportunities employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (09817) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNTY POOL OF POSSIBLE STAFF (Scale 3)
Please see display ad on Page XX.

EAST KENT AREA
ST ANTHONY'S SCHOOL
St Anthony's Way, Cliftonville, Margate, Kent
Required for September 1987, a teacher to take responsibility for the Special Needs Unit, catering for pupils with moderate learning difficulties. The successful candidate will also have to offer a variety of crafts to students from the middle and upper school in our well-stocked craft rooms. Scale 2a post available for suitable candidates.

Further details and application forms from the school Tel: (0843-3920915).

ST NICHOLAS SCHOOL
Holme Oak Close, Nunnery Fields, Canterbury CT1 3JJ
Tel: 0277 464319
Teacher required to be responsible for group of profoundly handicapped non-ambulant children with severe learning difficulties, from April or September 1987. Disabilities include cerebral palsy, blindness and epilepsy. Teacher with training and experience in field of severe learning difficulties preferred, but other applications sympathetically considered. Scale 2 available for applicants with relevant training/experience. Interest in music and/or art & craft and current driving licence an advantage.

Application form and further details from the school.

ST. NICHOLAS SCHOOL
Holme Oak Close, Nunnery Fields, Canterbury CT1 3JJ
Tel: 0277 464319
From September 1987, teacher for group of up to 10 junior children with severe learning difficulties. Training and/or experience in teaching special needs children an advantage, as would interest in music and/or art and craft and a current driving licence. Scale 1(a) post but Scale 2(a) available for suitably qualified candidate.

Further details and forms from the school.

SOUTH KENT AREA
GREYSTONES SCHOOL
Hythe Road, Ashford, Kent TN24 8QP
Three enthusiastic class teachers are required to join a dedicated and professionally committed staff in the exciting and development of this all age Day Special School. Candidates should be additionally able to offer expertise in one of the following areas: Drama, Mathematics, Science including Rural Studies, Martial Sciences, Music, Outdoor Pursuits, Creative Craft work.

Scale 2(a) posts could be available to suitable applicants.

Further information and application forms are available from the Headteacher: (SAE please). Telephone enquiries accepted. Tel: Ashford 21308. (09855) 160020

SOUTH DEVON
CHELFHAM SENIOR SCHOOL
An enthusiastic, caring teacher required to teach general subjects to small groups of senior boys with learning and behavioural difficulties, in this independent special school for Buckfastleigh Scale, with possible scale 2 for suitably experienced/qualified applicants.

Post could be full or part time. Please contact the Headteacher, Chelfham Senior School, Bere Alston, Yelverton, Devon. (09711) 160020

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
SPECIAL SCHOOLS

PARK DEAN SCHOOL
St. Martin's Road, Fitton Hill, Oldham

TEACHER - Scale 3(S)

Required for September 1987.

An experienced, enthusiastic teacher is required to initiate, develop, co-ordinate and evaluate the provision of individual education programmes within the context of the whole school curriculum.

Application forms/further details (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP returnable to him by 1st May 1987.

An Equal Opportunity Employer.

Assistance with Local Authority Housing available. (09809) 160020

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
ROLYPORT MANOR SCHOOL
Ascot Road, Maidenhead SL6 3LE
Required September 1987 teacher (Scale 1 + SCA) with the possibility of Scale 2(a) for suitable applicant to teach science including Rural Studies throughout the school. The successful applicant will be able to carry responsibility for Science curriculum for children with moderate learning difficulties.

Further details and application forms from the Headteacher.

Closing Date: April 20th 1987.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (08583) 160021

CAMBRIDGE
AN EQUAL OPPORTUNITY EMPLOYER
RIVERHEADS SCHOOL
Cambridge Road, Ely, Cambs.
Required for September 1987 Teacher (Scale 1 plus Special Allowance) for children with severe learning difficulties due to work part of the time supporting the needs of children in mainstream schools.

Candidates with qualifications in speech/language development particularly welcome although other specialisation also welcome.

Application forms and details from Mr A. Ford, Assistant Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP (sae please). (09689) 160021

DONCASTER
ATHELSTANE SCHOOL
For September 1987

A class based teacher for a group of 8-10 year olds in this school for children with special educational needs. Scale 1 plus special schools allowance.

Further details from the Headmaster. (SAE) Mr. A. E. Wilkinson, Athelstane School, Old Rectory, Doncaster DN13 5LR. Tel: Rotherham 854975.

We are an equal opportunities employer and applications from disabled persons are welcome. (09709) 160021

EALING
LONDON BOROUGH
EDUCATIONAL SERVICE
JOHN CHILTON SCHOOL
Compton Crescent, Northolt UB5 5LD
Tel: 01-841 1325
Nursery/Reception Teacher required for September 1987 to this day school for physically handicapped pupils situated on a campus with a primary and high school.

Experience in working with this age group is desirable but a commitment to working with parents is extremely important.

£1,215 p.a. London Weighting.

Applications from suitably qualified teachers are welcomed.

Informal visits to the school are welcomed - please contact the Headteacher, Mrs Dare direct as soon as possible.

Relocation expenses may be subject to conditions.

Application forms available from the Chief Administrative Officer, Hadley House, 79 Uxbridge Road, Ealing W5 2SP (SAE) to be returned by 15th May 1987.

Ealing Council welcomes applications from all regardless of race, sex, religion, responsibility for dependents, disabilities and any man-made barriers. (09808)

ESSEX
THE LEAS SCHOOL
Lees Road, Clacton-on-Sea CO16 1UT
Tel: Clacton 426288
(Roll 108)
TEACHER, Scale 1 (S)
Required September for girl of approx. 13 pupils with moderate learning difficulties.

Further details and application form from the Headteacher, Mrs Pleasance, enclosing sae. Closing date: 1st May 1987. (09802)

Independent Schools

Remedial and Special Needs Teaching Posts

Other Assistants

LONDON NW11
MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 6QG
Requires from September 1987, a teacher of Special Needs able to work effectively in class groups, withdrawal and support group with pupils who have learning difficulties.

Apply in writing with C.V. and references. (09343) 181024

By Subject Classification

Art and Design

Heads of Department

BUCKINGHAMSHIRE
CONVENT OF JESUS AND MARY RC HIGH SCHOOL
Milton Keynes MK17 0RJ
(near Buckingham)
ART HEAD OF FUNCTION
Required for September 1987 a well qualified and enthusiastic teacher to be responsible for the art department throughout the school to G.C.S.E. level. The post offers an interesting scope for the further development of a highly successful department.

The ability to offer a second subject would be an advantage.

Salary based on Burnham Scale 2.

Applications with full C.V. and names and addresses of two referees should be sent to The Headmistress by April 24th 1987. (09535) 181918

Other Assistants

SOMERSET
MILLFIELD SENIOR SCHOOL
Co-ed Day and Boarding School of 1300 pupils, including over 400 sixth formers
REQUIRED for September 1987 a enthusiastic young teacher of ART to be involved in both the theoretical and practical aspects of the subject, to GCSE and 'A' level standards. Candidates should be willing to stay in a recognised discipline of Art, have a teaching qualification and be willing to take a full part in the life of a boarding school.

Apply to Headmaster, Millfield Senior School, Street, Somerset BA16 0YD, giving a curriculum vitae and the names and addresses of two referees. (09633) 181924

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 780 boys aged 10-18 with 60 girls in the sixth form).
Required in September 1987, for one year only, a well qualified specialist to teach ART throughout the school to G.C.S.E. and G.C.E. 'A' level standard. The ability to teach some photography would be an additional recommendation.

Burnham Scale with extras according to qualifications and experience.

Further particulars may be obtained from the Headmaster to whom applications should be sent as soon as possible, giving full personal details and the names and addresses of two or three referees. (09751) 181224

SURREY
EDUCATION COMMITTEE
TEACHER FOR CHILDREN WITH LANGUAGE DIFFICULTIES
Full-time unattached Teacher (Scale 1) to be based at Stanwell County Middle School, Chertsey. Able to apply language development programmes in liaison with Speech Therapists.

Some diagnostic skills of language difficulties would be advantage and the ability to prepare programmes of work geared to individual needs. Efficient and careful record-keeping is an essential part of the post.

Application forms and further details from the: North West Area Education Office, Woking, Surrey GU22 7UY (on receipt of SAE). Closing date 24 April 1987. (09934) 160022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WESTERN PARK SCHOOL
Western Park, Leicester LE3 6HX
SCALE 1 + SCA
Please see block advertisement for Leicestershire County Council. (08733) 160022

LONDON W5
THE NATIONAL AUTISTIC SOCIETY
ELGAR SCHOOL
Scale 1 teacher required for 2 cover assignments (Summer & Autumn) to commence immediately.

Preference will be given to applicants with experience in the field of Special Education.

Application forms and further details are available from the Principal, Elgar School, 19 Blagdons, Hanwell, London W5 1PD (SAE please). Closing date: 24th April 1987. (08762) 160022

HERTFORDSHIRE
SUTTS CLOSE SCHOOL
Bedford Road, Hitchin, Herts. SG5 1QG
Tel: Hitchin (0462) 54420
Head: Mrs A. Sigstads

A TEACHER is required for this all age special school for children with severe learning difficulties from September 1987 for Scale 1 (+SCA) with a small group of Infants. Whilst experience in teaching children with special needs would be an advantage, applications are welcome from those with Primary experience or by applicants seeking their first post.

Please apply in writing to the Headteacher for an application form and further details, enclosing a large s.a.e. (09765) 111022

NORTHAMPTONSHIRE
POTTERSPURY LODGE SCHOOL
Towcester, Northants.
Scale 1

A Special Steiner School for 50 emotionally disturbed boys, aged 8 to 16 of average ability requires for September 87 or earlier a teacher of general subjects.

Suitable candidates should state subjects and extra curricular interests and applications should be addressed to the Principal. (09797) 160022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

ETHEL DAVIS SCHOOL
Gordon Road, Ilford IG1 2QW
Goodmayes, Ilford IG3 8XS

Tel: 599 1768

Headteacher: J. H. Coyne, M.A. Dip.Ed.

Required for September, a suitably qualified teacher (Scale 1 plus S.S.A.) For a small group of pupils aged 3/6 years with learning difficulties arising from physical and/or sensory handicap. The school is a group 6 (S) day school for boys and girls from 2-17 years. The teacher appointed would work in the lower part of the school (pupils 2-6 years of age) within an energetic team of teachers and 3 nursery nurses plus ancillary staff.

Outer London Allowance is payable.

Application forms and further details available from the Headteacher to whom completed forms should be returned by 5th May. (08543) 160022

NORTHUMBERLAND
GALLOWHILL HALL BOARDING SCHOOL
Whalton, Morpeth, Northumberland NE61 3TU
TEACHER OF D.T.
(Scale 1 + Special and extraneous duty allowances) required for September 1987, or earlier if possible, for the school which caters for the needs of up to 20 children with behavioural problems. An interest in other areas of the curriculum would be an advantage.

Accommodation may be available for rent if required.

Application forms obtainable by forwarding a stamped s.a.e. to the Director of Education, County Hall, Morpeth NE61 2EF.

Closing date to be received within fourteen days. (09692) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST NICHOLAS SCHOOL
Holme Oak Close, Nunnery Fields, Canterbury, Kent CT1 3JJ
Tel: 0277 464319
Scale 1(a) teacher for group of ambulant children with profound learning difficulties from April 1987 or September 1987 for one year in the first instance. Children also suffer from other disabilities including sensory and physical handicaps. Training and/or experience with special needs children an advantage. Interest and ability in music and/or art and craft and current driving licence an advantage.

Application forms and further details from the school.

ST NICHOLAS SCHOOL
Holme Oak Close, Nunnery Fields, Canterbury CT1 3JJ
Tel: 0277 464319
From September 1987, teacher for group of up to 10 junior children with severe learning difficulties. Training and/or experience in teaching special needs children an advantage, as would interest in music and/or art and craft. Scale 1(a) post but Scale 2(a) available for suitably qualified candidate.

Further details and forms from the school. (09836) 160022

SUFFOLK
COUNTY COUNCIL
WARD JUNIOR SCHOOL
Clarkes Lane, Oulton Broad, Lowestoft NR33 8BT
Roll 65
Required for September 1987, a well qualified and experienced teacher to teach in the Assessment Nursery Class for pre-school children with a wide range of special educational needs. Scale 1(e).

This is a Group 3(a) all age school for pupils with severe learning difficulties.

Application forms and further details available from the Headteacher of the school concerned (s.a.e. please) to whom they should be returned.

Closing date for applications: Friday 1st May 1987. (09468) 160022

SURREY
EDUCATION COMMITTEE
TEACHER FOR CHILDREN WITH LANGUAGE DIFFICULTIES
Full-time unattached Teacher (Scale 1) to be based at Stanwell County Middle School, Chertsey. Able to apply language development programmes in liaison with Speech Therapists.

Some diagnostic skills of language difficulties would be advantage and the ability to prepare programmes of work geared to individual needs. Efficient and careful record-keeping is an essential part of the post.

Application forms and further details from the: North West Area Education Office, Woking, Surrey GU22 7UY (on receipt of SAE). Closing date 24 April 1987. (09934) 160022

WEST SUSSEX
CATERINGTON SCHOOL
Martyrs Avenue, Langley Green, Crawley, Sussex RH11 7SA
A B.S.A required for September to work with senior girls. Preferably S.L.D. Probationers welcome.

(Responsibility of Scale 2b for suitably qualified and experienced candidates).

Apply to Headteacher. (08339) 160022

WORCESTERSHIRE
SUNNYHILL SCHOOL
Vacancy exists in this Independent School for a Class Teacher (Special Education, to take a class of 8 pupils, aged 10-13, some with severe behaviour difficulties.

Apply to the Principal, Sunnyhill School, Bromsgrove, Worcs. B61 0PA. Tel: 0527 31 2 Bromsgrove. (09817) 160022

SURREY
ST. JOHN'S SCHOOL
Leatherhead

HMC 440 boys, day & boarding 130 in Sixth Form

Graduate classicist required for September 1987 to teach GCSE and 'A' level in Latin, Greek, Ancient History and GCSE Classical Civilisation in a busy, flourishing Department.

Involvement with games, particularly rugby and or other extra curricular activities is expected. Own salary scale and accommodation for a single person is available and even possibly for a married couple. Further details about the School may be obtained from the Independent Schools Yearbook.

Write a letter of application with c.v. and names, addresses and telephone numbers of two referees to:

The Headmaster, St John's School, Leatherhead, Surrey KT22 8QP. (09663) 181624

Computer Studies

HERTFORDSHIRE
THE RICKMANSWORTH MASONIC SCHOOL (G.S.A.)
Required for September 1987 TEACHER OF COMPUTER STUDIES AND INFORMATION TECHNOLOGY (Scale II London Fringe Allowance)

A qualified, enthusiastic teacher with a practical approach sought to share in the teaching of Computer Studies to G.C.E. and Information Technology in our expanding Science Department. Some teaching of Junior physics or mathematics will also be required. Good resources are provided in excellent laboratories.

Accommodation available.

Further details and application forms available from the Headmaster, Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts WD3 4HP (Tel: 0923 773168). (09866) 182034

SURREY
CATERHAM SCHOOL
HMC Boarding and Day 400 pupils, Sixth Form of 150 including some girls.

Required for September, 1987 a well qualified graduate to teach A-level BUSINESS STUDIES that will contribute to an expanding and successful department. Up to half the Sixth Form study Economics or Business Studies at A-level.

Application with full curriculum vitae and names of two referees should be sent to the Headmaster, Caterham School, Harestone Valley Road, Caterham, Surrey CR3 6YA. (09850) 182224

Economics & Business Studies

EAST SUSSEX
BEDFORD HOUSE SCHOOL
Eastbourne
Tel: 0323 31658
G.S.A. Day/Boarding
See under GEOGRAPHY. (09905) 182224

LANCASHIRE
THE HULME GRAMMAR SCHOOL FOR GIRLS
Chamber Road, Oldham, Lancashire OL8 4BX
Tel: 061-624 2523
538 girls aged 7-18

Required for September 1987 an experienced Economics graduate to take responsibility for the department and to teach throughout the school to G.C.S.E., 'A' level and Oxbridge. Burnham Scale Teachers Scale 3. A willingness to enter into the life of the school is essential.

Apply by letter to the Headmistress, enclosing a full curriculum vitae and the names and addresses of two referees. (09854) 182418

LONDON
HEAD OF ENGLISH required for September to supervise English programme to A-level. G.C.E. experience desirable. Apply with c.v. and references to Headmaster, Holland Park School, Holland Park Avenue, London SW1X 0BD. Tel: 01-727 7045 or 581 5044. (09837) 182418

NORFOLK
CAWSTON COLLEGE
Associate Woodard School: 125 Boarding and Day 11-17
Required for September 1987 HEAD OF ENGLISH with an interest in drama. An enthusiastic graduate to teach A-level BUSINESS STUDIES that will contribute to an expanding and successful department. Up to half the Sixth Form study Economics or Business Studies at A-level.

Applications with full curriculum vitae and names of two referees should be sent to the Headmaster, Cawston College, Cawston, Norwich, Norfolk NR10 4JD (Tel: Norwich (0603) 871204) from whom further details of this post are available. (09653) 182418

SHROPSHIRE
BUSINESS STUDIES AT SHREWSBURY SCHOOL

SHREWSBURY SCHOOL requires in September 1987 a graduate to teach Business Studies in a well established department with 30-60 VI Form A level candidates.

The successful applicant is likely to be a graduate with both academic teaching Business Studies or Management Science or time with Business Experience. Accommodation available. Own salary scale.

Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (09851) 182224

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 780 boys aged 10-18 with 60 girls in the sixth form).
Required in September 1987 for one year only, a well qualified specialist to teach ART throughout the school to G.C.S.E. and G.C.E. 'A' level standard. The ability to teach some photography would be an additional recommendation.

Burnham Scale with extras according to qualifications and experience.

Further particulars may be obtained from the Headmaster to whom applications should be sent as soon as possible, giving full personal details and the names and addresses of two or three referees. (09751) 181224

Classics

Other Assistants

BRECON
CHRIST COLLEGE
(HMC Boarding: 300 boys and 90 girls)
Required for September 1987, an Honours Graduate to teach CLASSICS throughout the school to G.C.E. and 'A' level. Extra curricular contributions (especially games) will be essential; accommodation is available for a married or single person. Salary scale above Burnham.

Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Christ College, Brecon, Powys LD3 8AG (Tel: 0874 3359). (09788) 181624

MIDDLESEX
LONDON SCHOOL
Hanworth Road, Hampton, Middlesex
(H.M.C. independent 840 boys + 330 in Sixth Form)
Required for September 1987 a graduate to teach Latin and, if possible, Greek at all levels in the School.

Salary: Baker with Outer London Allowance and special Hampton Allowance, currently £1,000 p.a. Extra allowance available for suitably qualified candidate.

Further information available.

Applications with curriculum vitae and names and addresses of two referees should be sent to the Headmaster. (09731) 182224

SHROPSHIRE
WREKIN COLLEGE
H.M.C. 450 pupils 13-18
Co-educational boarding (and day)
Required for September to join an expanding department a specialist to teach Economics and Business Studies to 'A' level. There are presently 90 pupils studying these subjects in the sixth form. The ability to coach cricket and/or rugby or an interest in drama or the C.C.F. would also be useful.

Applicants for the post previously advertised in January/February should not re-apply.

The school has its own salary scale. We hope to be able to provide accommodation.

Apply with c.v. and names of two referees to the Headmaster, Wrekin College, Wellington, Warrops, Shropshire TF1 3BC. (09673) 182224

WEST SUSSEX
SEAFORD COLLEGE
Petworth, W. Sussex GU28 0NB
Wanted for September 1987 a teacher for Business Studies 'A' level (full-time post). Ability according to qualifications and experience with a Seaford supplement. Possibility of accommodation.

For further details and application form apply to: The Secretary to the Headmaster's Appointments. (09675) 182224

English

Heads of Department

LANCASHIRE
THE HULME GRAMMAR SCHOOL FOR GIRLS
Chamber Road, Oldham, Lancashire OL8 4BX
Tel: 061-624 2523
538 girls aged 7-18

Required for September 1987 an experienced English graduate to take responsibility for the department and to teach throughout the school to G.C.S.E., 'A' level and Oxbridge. Burnham Scale Teachers Scale 3. A willingness to enter into the life of the school is essential.

Apply by letter to the Headmistress, enclosing a full curriculum vitae and the names and addresses of two referees. (09854) 182418

LONDON
HEAD OF ENGLISH required for September to supervise English programme to A-level. G.C.E. experience desirable. Apply with c.v. and references to Headmaster, Holland Park School, Holland Park Avenue, London SW1X 0BD. Tel: 01-727 7045 or 581 5044. (09837) 182418

NORFOLK
CAWSTON COLLEGE
Associate Woodard School: 125 Boarding and Day 11-17
Required for September 1987 HEAD OF ENGLISH with an interest in drama. An enthusiastic graduate to teach A-level BUSINESS STUDIES that will contribute to an expanding and successful department. Up to half the Sixth Form study Economics or Business Studies at A-level.

Applications with full curriculum vitae and names of two referees should be sent to the Headmaster, Cawston College, Cawston, Norwich, Norfolk NR10 4JD (Tel: Norwich (0603) 871204) from whom further details of this post are available. (09653) 182418

NORTH WALES
RYDAL SCHOOL
(HMC Co-Educational Boarding & Day)
Owing to expansion required for September 1987 graduate to share teaching of ECONOMICS to 'A' level. An ability to offer a subsidiary specialist in the Lower School and preferably Geography would be important. A major contribution to extra-curricular activities including games would also be a strong recommendation.

Salary according to qualifications and experience. Baker plus Rydal allowance. Accommodation may be available.

Please apply with C.V. together with the names and addresses of two referees to the Headmaster, Rydal School, Colwyn Bay, Clwyd LL29 7BT. (09352) 182444

SHROPSHIRE
WREKIN COLLEGE
H.M.C. 450 pupils 13-18
Co-educational boarding (and day)
Required for September to join an expanding department a specialist to teach Economics and Business Studies to 'A' level. There are presently 90 pupils studying these subjects in the sixth form. The ability to coach cricket and/or rugby or an interest in drama or the C.C.F. would also be useful.

Applicants for the post previously advertised in January/February should not re-apply.

The school has its own salary scale. We hope to be able to provide accommodation.

Apply with c.v. and names of two referees to the Headmaster, Wrekin College, Wellington, Warrops, Shropshire TF1 3BC. (09673) 182224

ST. JOSEPH'S COLLEGE BIRKFIELD IPSWICH

Required for September 1987

HEADSHIP

St. Joseph's is a RC GBA School of 700 with 210 boarders and 40 girls in the sixth form. The school opened in 1937 and has been run by the De La Salle Brothers who now wish to appoint a committed Roman Catholic layperson as Head.

Please apply to the Chairman of the Governors, 26 Half Moon Lane, London SE24 9HU. Further details can be obtained from the secretary of St. Joseph's College, phone Ipswich 690281.

(14394)

THORPE HALL SCHOOL
Thorpe Hall Avenue, Thorpe Bay, Essex.

Independent Day School
300 pupils (Mixed) 4-16 years

Applications are invited from fully qualified and experienced teachers for the post of DEPUTY HEAD (Group 6). Vacant from September.

Applications with full CV and names and addresses of three referees to the Headmaster, from whom further details may be obtained. Closing date 1st May 1987.

(14381)

INDEPENDENT EDUCATION
continued

NORTHAMPTONSHIRE
FALCON MANOR
Towcester
Require September qualified, experienced teacher to take responsibility for English throughout the school. Interest in Games essential and the ability to play the piano an advantage. Government Supernuntion Burnham Scale 1 (a first lecturer or possible Scale 2 to an exceptional candidate).
Apply Headmaster with C.V. and references.
(08577) 182418

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(HMC. 590 pupils 11-18 of whom 320 are boarders. 250 in co-educational VI Form)
Required for September 1987 enthusiastic and experienced graduate to join lively and successful English Department and take post of Head of Drama. The person appointed will teach English to Upper Sixth entrance and develop the strong drama tradition. Willingness to contribute to extra-curricular activities essential. Burnham plus.
Application with names of two referees to the Headmaster.
(08051) 182418

Other Assistants

AN INDEPENDENT GRAMMAR SCHOOL in North London invite applications for the post of Teacher of English Language to 'O' Level, commencing summer term. Actual teaching time will not exceed 20 periods per week, but salary will be on for full-time. Please apply with full CV and giving the names of 2 referees to: Mrs P.E. Oldaker, Prior Mistress, St John's Lodge, 16 Old Ashby, Prior Park Road, London SE19 2HX. (08067) 182424

BEDFORD
BISHOPSTOUR SCHOOL
Required for September 1987, a well qualified, lively and enthusiastic MODERN SPECIALIST, to teach the subject up to and incl. G.C.S.E.
Applications in writing, with full c.v. and names and addresses of two referees, to: The Headmaster, Bishopstour School, 58/60 Shakespeare Road, Bedford MK40 2DL. (08188) 182424

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1987, University Honours Graduate to teach English to 'A' level and University Entrance level. An interest in drama would be appreciated, but is not essential. For the right applicant this could be a Scale 2 post.
Applications, with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (08141) 182424

DERBYSHIRE
ABBOTSHOLME SCHOOL
Rocester, Uttoxeter ST14 5BB
Tel: 0889 590317
HMC Co-educational 260 pupils aged 11-18
Required in SEPTEMBER 1987 a well-qualified graduate to teach ENGLISH throughout the school, including a share of the 'A' Level work. An additional responsibility of this post is GENERAL STUDIES (IMS) which is taken by all Sixth Form. Applicants must be willing to play a full part in the pastoral and extra-curricular activities, and the ability to coach rugby and hockey would be especially welcome. Married or single accommodation is available.
Letters of application enclosing full C.V. and the names and addresses and telephone numbers of two referees should be sent to the Headmaster as soon as possible. (08808) 182424

LONDON N16
A qualified and experienced teacher required for April to teach English Language to Cambridge Certificates and 'O' Level standard. Ability to offer a second subject an advantage.
Salary, Burnham Scale. May be part-time.
Please write giving full CV and names of two referees to the Headmaster, Dove Department, Yesodey Hatorah Schools, 2-4 Amhurst Park, London N16. (08906) 182424

LONDON NW11
MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DG
Seeks well-qualified graduate to teach English to 'O' and possibly 'A' Level. Scale 2/3 plus ILA available for suitably experienced applicant.
Apply in writing with C.V. and referees. (08544) 182424

LONDON
LATHAM COLLEGE
Grove Park Road, Muttinghain, London SE9 4QP
Tel: 01-857 2455
HMC Formerly DG 11-18
Day and Boarding Places for 320 Boys. Sixth Form places
Scale 2 Teacher of English required for one term only commencing Easter Term 1987, to teach from First to Sixth Form levels. An ability to teach curricular drama would be an advantage, but not necessary. The English Department is an active and thriving one, organised in a wide variety of extra-curricular activities.
Please apply in writing, with full c.v. and names and addresses of two referees, to: The Headmaster, Latham College, Grove Park Road, Mottingham, London SE9 4QP.
(08232) 182424

NOTTINGHAM
TRENT COLLEGE
Long Eaton, Nottingham
(HMC. 590 pupils 11-18 of whom 320 are boarders. 250 in co-educational VI Form)
Required for September 1987 an enthusiastic graduate to join a lively and successful English Department and teach the subject throughout the school. This post would suit a teacher looking for a first or second appointment. Willingness to contribute to games or other extra-curricular activities essential. Burnham plus.
Applications with names of two referees to the Headmaster.
(08052) 182424

YORK
SOUTHAM SCHOOL
York YO3 7BU
Tel: (0904) 56835
One of the group of Quaker Schools (HMC. Co-ed Day, Boys Boarding.)
Vacancy for a full-time teacher for most of teaching of ENGLISH throughout the School. This is a re-advertisement, and those who have already applied need not re-apply.
Willingness to help teach another subject, out-of-school activities and/or DAY resident-tial housemastering would greatly help. An application. Salary according to experience but probably at Scale 1 equivalent level.
Interview on 1st May.
Applications to be sent to the Headmaster.
(08561) 182424

Geography

Heads of Department

HAMPSHIRE
PORTSMOUTH HIGH SCHOOL G.P.D.S.T.
25 Kent Road, Southsea, Hants. PO5 3EQ
Tel: 0705 826714
HEAD OF GEOGRAPHY
Required for September: A well qualified, experienced teacher to take charge of the Geography department. London Board A level, and SEG GCSE courses at present underway. An interest in other aspects of the school curriculum such as Sixth Form General Studies, Duke of Edinburgh's Award Scheme or Girls Cricket could be an advantage. Salary at present Burnham Scale 3.
Apply in writing, by April 23rd, giving names of two referees to The Headmistress, Portsmouth High School for Girls, G.P.D.S.T., Kent Road, Southsea, Portsmouth, Hants. PO5 3EQ. (08733) 182618

LANCASTER
BENTHAM SCHOOL
Bentham, Nr. Lancaster LA2 7DB
SHMIS. Independent, co-educational boarding and day school
335 Pupils: 150 boarders
Age range: 11-18
A young, enthusiastic graduate is required for September 1987 to lead these departments and teach both subjects to 'A' level.
Geography taught throughout the school.
Geology in the 6th form only, where 'O' and 'A' level courses operation.
This post would suit a person who is looking for a first promotion. Preference will be given to candidates who are prepared to accept a residential or part residential, assistant house-mastership in a boys' boarding house.
Burnham Scale, with generous allowance for boarding duties.
Applications with the names, addresses and telephone numbers of two referees should be sent to the Headmaster. (09779) 182618

SURREY
ST. JOHN'S SCHOOL
Leatherhead, Surrey
HMC 450 Boys. Day & Boarding. 150 in Sixth Form
Head of Geography required for September 1987 owing to present Head of Department's promotion to a Deputy Headship. A thriving department including a number of Oxbridge candidates and 'A' level pupils and over 100 G.C.E.S. candidates. An interest in fieldwork is considered a priority.
Apply with names, addresses and telephone numbers of referees to: The Headmaster, St. John's School, Epsom Road, Leatherhead, Surrey KT22 8SP. (09431) 182618

Other Assistants

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
560 Girls
Required for September - due to expansion within the School/Department and an enthusiastic GEOGRAPHY graduate, to teach throughout the School with the possibility of some Advanced Level and School work beyond suitable applicant. An interest in Field Work would be an added recommendation.
Salary according to qualifications and experience.
Please apply to the Acting Headmistress, Bradford Girls' Grammar School, Squire Lane, Bradford BD9 6RB giving two names for reference. Further particulars available.
Closing Date April 24th. (09419) 182624

DORSET
SHERBORNE SCHOOL FOR GIRLS
Dorset
Required in September 1987 Teacher for Secondary Geography. The post covers GCSE and 'A' level and University Entrance. Flexible attitude is more important than specialisms. Suit first time applicant.
Career salary stucture.
Apply in writing to the Headmistress giving details of qualifications and experiance, with the names and addresses of two referees. Sherbourne School for Girls, Sherborne, Dorset DT9 3QN. (09564) 182624

EAST SUSSEX
BERESFORD HOUSE SCHOOL
Eastbourne
Tel: 0323 31658
G.S.A. Day/Boarding
Required for September 1987 an experienced graduate to teach Geography throughout the School to Advanced Level and Economics at Advanced Level.
Applications with c.v., and names and addresses of two referees, should be sent to the Headmistress. (08904) 182624

EAST SUSSEX
BUCKSWOOD GRANGE
Uckfield
From September we wish to appoint a qualified teacher of Geography (preferably, one other subject.
The School, which is co-educational, takes 10 - 16 year olds and combines a friendly atmosphere with a strong emphasis on traditional standards. The post offers an excellent opportunity to join a highly motivated staff. From in a small, expanding school. Possible single accommodation if required.
Please apply, in writing, together with C.V., the names of not less than 2 referees to the Principal. (08935) 182624

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent BR7 5ER
(Methodist Colleges and Schools). Girls 3-18 years Boarding and Day School
GEOGRAPHY
An enthusiastic Science-orientated Geography graduate to teach at all levels and share the Field work. This is a part-time post which could become full-time with the addition of residential duties to the Sixth Form House (plus flat for a single person).
Apply in writing to the Headmistress giving the names and addresses of two referees. (06741) 182624

MIDDLESEX
NORTHWOOD COLLEGE
Northwood
(Girls' Independent School - 450 pupils)
Required in September, 1987 a well qualified and enthusiastic Geography graduate to share in the teaching of the subject throughout the School including A-Level.
An interest in fieldwork is essential and an ability to teach physical geography would be an advantage.
Apply to the Head Mistress with c.v. and names, addresses and telephone numbers of two referees. (09710) 182624

History

Other Assistants

GLOUCESTERSHIRE
Required September 1987 - full-time History teacher in secondary school, inclusive of Advanced Level work. Post can be combined with role in Sixth Form Housemistress/Tutor in small R.C. boarding and day school in Gloucestershire. Salary based on basic scale + Nonours, open to discussion.
Please apply in writing heading Vacancy - Headmistress, Convent of St. Elizabeth, Leckhampton Manor, Leckhampton, Glos. GL7 3BB. (09916) 182624

SURREY
CATERHAM SCHOOL
HMC Boarding and Day
490 pupils - Sixth Form 150 (including some girls).
Required for September, 1987 a good honours graduate to teach HISTORY throughout the School to A-level in an expanding department. An expertise in Modern European History would be an advantage, and an ability to offer FRENCH to GCSE is a requirement. This post would suit a retiree to the profession or an experienced teacher.
Willingness to help with sport and extra curricular activities is an advantage.
Applications with full curriculum vitae and names of two referees should be sent to the Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (08081) 182624

Home Economics

Other Assistants

MIDDLESEX
HEATHFIELD SCHOOL
Beaulieu Drive, Pinner HA5 1NB
Required for September 1987, qualified teacher of Needlework to Ordinary Level.
Salary Burnham Scale 2 plus O.L.A.
Apply in writing to the Headmistress enclosing c.v. and name of two referees. (08011) 183024

Mathematics

Heads of Department

SURREY
ROYAL RUSSELL SCHOOL
Croydon, Surrey
HEAD OF MATHEMATICS
Required for September 1987 in this co-educational boarding and day school (530 pupils, 100 in Sixth Form) - an experienced and enthusiastic graduate to teach throughout the school to Advanced and University Entrance Levels and to organise the Sixth Form recommendations for GCSE. Applicants must have proven leadership qualities and be able to teach all ability levels. An emphasis on practical and investigative methods and a commitment to cross-curricular development will be sought. Salary Scale 4. Possibility of accommodation.
Applications with curriculum vitae and the names and addresses of three referees to the Headmaster, Royal Russell School, Addiscombe Lane, Croydon CR9 5BX. (08983) 183418

Other Assistants

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
560 Girls
Required for September 1987, A young well qualified graduate in MATHEMATICIAN to teach throughout the school to University Entrance level. The ability to teach Computer Studies would be an advantage.
Application, with full C.V. and the names of two referees should be sent to the Acting Headmistress, Bradford Girls' Grammar School, Squire Lane, Bradford BD9 6RB.
Closing date May 1st, 1987. (08985) 183424

BRISTOL
CLIFTON COLLEGE
Bristol
Young graduate required for September 1987 to teach Mathematics up to Oxford and Cambridge Entrance standard. Experience in computing desirable.
All Mathematics teaching is concentrated in the Coulson Centre for Mathematics, Computing and Technical Activities, opened in 1986.
The school will be accepting its first girls (aged 13 to 18) in September.
Salary: Clifton scale.
Accommodation available.
Applications enclosing curriculum vitae and the names of two referees to the Headmaster, Clifton College, Bristol BS8 3JH, from whom further details may be obtained. (08568) 183424

HAMPSHIRE
PORTSMOUTH HIGH SCHOOL G.P.D.S.T.
25 Kent Road, Southsea, Hants. PO5 3EQ
Tel: 0705 826714
Required for September to join an expanding department, a well qualified teacher of Mathematics at all levels to A level and university entrance, London Board Syllabus is Mathematics and Further Mathematics. LEAG GCSE. Interest in teaching Mathematics with Statistics at Advanced level could be an advantage. Oxbridge work available for a suitably qualified applicant.
The successful candidate will be required to make a substantial contribution to Sixth Form teaching (both Upper and Lower Sixth have six sets). We should prefer to appoint an experienced teacher with a proven examination record up to Oxbridge level and we are prepared to pay above Burnham Scale 3 for the right person. However, those recently qualified should not be deterred from applying and we would be prepared to pay above Basic Scale for a talented young Mathematician especially if that person was prepared to assist with sport (rugby, soccer, netball, hockey, cricket).
Apply by letter with full curriculum vitae and names and addresses of 3 referees to the Headmaster, from whom further details may be obtained.
Closing date April 1987.
(14382)

HAMPSHIRE
FARNBOROUGH HILL
Farnborough, Hampshire GU14 6AT
Catholic Independent Day School for Girls 11-18 plus 500 pupils. Groups 1 - 3.
Required for September 1987 part-time teacher of Mathematics at least to GCSE Level. Strong department with a number of pupils studying subject at 'A' level. Salary Scale 1.
Apply in writing with full curriculum vitae, referees, if possible (no forms).
(08987) 183424

KENT
MATHEMATICS
Required September, 1987, Teacher of Mathematics and Computer Studies
Physical Education is a second subject.
Independent School, Co-Educational Day School, Government Supernuntion.
Apply with C.V. and names of two referees to The Headmaster, Foxbush School, Springfield Road, Hildenborough, Tonbridge, Kent TN11 9BN.
(09633) 183424

LONDON
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22
G.P.D.S. 810 girls
Required for September 1987 a well-qualified graduate to join a department of 6 teaching through the school. Further details of Advanced Level - Oxbridge entrance, approximately 70 girls sit 'A' level in the Vth Form, new recruit to the profession considered.
Salary - J.A.G.S. Scale 2(a) (Burnham) plus responsibility experience with inner London Allowance.
Please apply to the Headmistress, enclosing a c.v. giving names, addresses and telephone numbers of two referees. (31599) 183424

PERTHSHIRE
RANNOCH SCHOOL
Rannoch, Perthshire
(SHMIS - 280 pupils)
Teacher of Mathematics required for September, 1987.
Accommodation available. Ability to teach Computer Studies an advantage. Further details from Headmaster.
Apply in writing with full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmaster, Rannoch School, Rannoch, Perthshire or Tel: 088-82-332 for details.
(08682) 183424

STAFFORDSHIRE
NEWCASTLE UNDER LYME SCHOOL
600 Boys: 600 Girls
Sixth Form
MATHEMATICS - Scale 3
Required for September 1987 Honours Graduate to join a strong department. Ability to teach Advanced, Further and 'S' level teaching is an advantage. Scale 3 for experienced applicants but any good Honours Graduate will be considered.
Please write to The Principal, Newcastle-under-Lyme School, Mount Pleasant, Newcastle-under-Lyme ST5 7QR, giving curriculum vitae and the names and addresses of two referees, not later than 1st May. (08717) 183424

SURREY
KING EDWARD'S SCHOOL
Witley
(HMC - coeducational. Boarding. Assisted Places. 515 pupils 11-18)
Required for September 1987, well qualified graduate to teach MATHEMATICS and COMPUTER STUDIES. Salary by negotiation. Accommodation or living-out allowance available.
Application forms and further details from Headmaster, King Edward's School, Witley, near Godalming, Surrey GU8 5SG. (08961) 183424

WILTSHIRE
MARLBOROUGH COLLEGE
Required for September 1987, a young, enthusiastic and well-qualified MATHEMATICS teacher to teach throughout the school to University Entrance level. Effectiveness in the classroom and a willingness to be fully committed to extra curricular activities are essential.
Salary on Marlborough's own scale. Accommodation available.
Further details from The Master's Secretary, Marlborough College, Wiltshire SN8 1PA (Tel: 0672 55511).
Applications, with full curriculum vitae and telephone numbers of two referees, should reach the Master as soon as possible. (06760) 183424

YORK
THE MOUNT SCHOOL
York
(G.P.D.S.A.)
Quaker - 11-18: 310 Girls, mainly boarding (100 in Sixth Form)
Required for SEPTEMBER 1987 a teacher of MATHEMATICS (Graduate) to teach throughout the School to 'A' Level. Opening for a well-qualified enthusiastic teacher who can bring out the best in pupils and to play a full part in the extra-curricular life of the School. Accommodation may be available. Salary according to nationally agreed scales.
Application forms, obtainable from the Headmistress' Secretary should be returned with the names and addresses of two referees by Friday, 24th April.
(09424) 183418

INDEPENDENT EDUCATION
continued

Other Assistants

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Old Hall Green, Ware, Herts.
Tel: 0920 821504
R.C., H.M.C., Boarding & Day, Co-ed. 3-18
Required for September 1987, a VIOLIN teacher for one day per week. Some viola teaching also will be an advantage. Also a teacher of PERCUSSION for half a day per week.
Applications, with the names and addresses of two referees should be sent to the Headmaster. (08533) 183424

LONDON
FOREST SCHOOL
London E17 3PY (Epping Forest area)
HMC/GSA
Independent - 400 boys
Preparatory School - 200 Girls' School - 300 girls
Co-educational Sixth Form
Required for September 1987 a well qualified graduate to teach MUSIC throughout the School in a strong and expanding department.
Applicants will be expected to take a leading role in extra curricular activities. The post is particularly suitable for an organist with proven abilities as a choir trainer.
Baker salary (and Outer London allowance) negotiable according to experience. Subsidised accommodation possible.
Apply with c.v. and names of 2 referees to the Director of Music at the School, from whom further details are available. (08444) 183424

LONDON
FOREST SCHOOL
London E17 3PY (Epping Forest area)
HMC/GSA
Independent - 400 boys
Preparatory School - 200 Girls' School - 300 girls
Co-educational Sixth Form
Required for September, Term 1987 an experienced teacher of MUSIC to be responsible for music classes in the Senior School.
An interest in extra-curricular activities would be an advantage.
The initial post is a temporary one terms appointment, but applicants will be welcome to apply for the permanent post commencing September 1987.
'Baker' salary (and Outer London allowance) negotiable according to experience.
Apply with c.v. and names of 2 referees to the Director of the Senior School, from whom further details are available. (08243) 183424

SURREY
THE GROVE SCHOOL
Ridgeway Road
G.S.A./G.B.G.S.A.
Required for September 1987 well qualified Graduate Linguist to teach German and some French throughout the Senior School to G.C.S.E. level.
Applications, together with a Curriculum Vitae and the names of two referees to the Headmaster. (08910) 183624

WANTED Summer Term only, residential post, to teach Spanish Latin to 'A' level. German, English, Games preferred. Mr. Excellent record independent Boys' Boarding school near Gatwick. Tel: 0939 260242. (08901) 183624

Music

Heads of Department

ABERDEENSHIRE
BLAIRMORE SCHOOL
Huntly, Aberdeenshire AB5 4XH
Required September, 1987 a qualified Music Teacher. The successful applicant would be required to supervise Music generally in the School, running a small Choir and Orchestra, organise and timetable the work of visiting Music Teachers, teach class music throughout the School, and do some instrumental work. An ability to offer in addition the teaching subject and/or coach games would be a strong recommendation. This is a resident post, either married or single accommodation would be available. Salary in line with the Government's recent proposals and according to experience.
Apply, in own handwriting, with typed CV and the names, addresses and telephone numbers of TWO referees to: The School Secretary, Blairmore Aberdeenshire AB5 4XH. (08581) 183818

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey RH5 6EA
DIRECTOR OF MUSIC
Required September 1987 full time qualified resident (married or non-resident accommodation available) undertake this challenging and exciting role in a small co-educational boarding/day school (365 pupils aged 11 to 19, over 100 learning instruments) founded on Kurt Hahn principles.
For job description (man specification) apply Headmaster, Interview is desirable early April or 1st April.
(09646) 183818

Pastoral

Heads of Department

HERTFORDSHIRE
THE RICKMANSWORTH MASONIC SCHOOL (G.A.)
Required for September 1987: A HOUSEMISTRESS to take charge of a house of approximately 45 boarders and a number of day pupils, and to teach half a timetable.
Applicants should state which academic subjects they are able to offer. There is a House Matron and an Assistant Matron in the house.
Salary: Scale 1 plus London Fringe Allowance, and additional Housemistress allowance.
Further details and application forms available from Headmaster, Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. WD3 4HF (Tel: 0923 773168).
(09665) 184018

Other Assistants

PERTHSHIRE
RANNOCH SCHOOL
Rannoch, Perthshire
There are two posts available for September, 1987. One is a teacher of Mathematics to assist in running a boys' House for about 13-18. The other is for either a resident bachelor or married couple to assist in running a boys' House aged 11-13.
Good free accommodation available for both posts.
Ability to teach Mathematics an advantage, but any subject considered. Willingness to help with games and other activities would be a strong recommendation for these posts.
Apply with full curriculum vitae and giving names, addresses and telephone numbers of two referees to the Headmaster, Rannoch School, Rannoch, Perthshire or Tel: 088-82-332 for details. (08681) 184024

LONDON
FOREST SCHOOL
London E17 3PY (Epping Forest area)
HMC/GSA
Independent - 400 boys
Preparatory School - 200 Girls' School - 300 girls
Co-educational Sixth Form
Required for September, Term 1987 an experienced teacher of MUSIC to be responsible for music classes in the Senior School.
An interest in extra-curricular activities would be an advantage.
The initial post is a temporary one terms appointment, but applicants will be welcome to apply for the permanent post commencing September 1987.
'Baker' salary (and Outer London allowance) negotiable according to experience.
Apply with c.v. and names of 2 referees to the Director of the Senior School, from whom further details are available. (08243) 183824

MIDDLESEX
PINNER HIGH SCHOOL
Required for September 1987 or January, 1988, an exceptionally able and versatile teacher of music, with good experience of teaching to A level and Oxbridge.
Letters of application mentioning other practical and administrative responsibilities together with c.v. and the names, addresses and telephone numbers of three referees to the Headmaster, the Pursuit, Pinner, from whom further details may be obtained.
The Purcell School, Mount Park Road, Harrow on the Hill, Middlesex HA1 3JS. (08703) 183824

NORTH YORKSHIRE
GIGGLESWICK SCHOOL
Independent Boarding & Day School, Boys & Girls 8-18 Years
ORGANIST/PIANIST
A young man or woman with considerable keyboard playing and teaching ability required September 1987 to join lively music department. This is a new post and the successful applicant will be required to play for chapel services, teach the piano and join in the general work of the department. Good opportunities exist for solo and chamber music playing and some academic teaching is available if required.
Applications to the Headmaster, Giggleswick School, Settle, North Yorkshire BD24 0DE from whom further details can be obtained. (09625) 183824

WEST YORKSHIRE
LICENSED VICTUALLERS' SCHOOL
Co-educational day and Boarding School
Required September 1987 an energetic and enthusiastic Music Teacher able to develop Music throughout the School. Ability to offer another subject would be advantageous. Some after-school and weekend commitment would be expected. Accommodation available for a single person.
Letters of application with C.V. and the names and addresses of two referees should be sent to the Headmaster, Licensed Victuallers' School, Lawnswood House, Ben Rhydding, Ilkley, West Yorkshire LS29 8RN. (09624) 183824

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock
Church of England Boarding and Day School for Girls. GSA
Required September 1987 RESIDENT DIRECTOR OF PHYSICAL EDUCATION, to assume control of all aspects of P.E. within the School. Important and challenging post.
Further details and information from the Headmistress. (08996) 184218

Other Assistants

CHESHIRE
CHEADLE HULME SCHOOL
H.M.C. Co-Educational Part Boarding: Sixth Form 250
Required for September 1987 specialist teacher for boys' PHYSICAL EDUCATION. Second in department. Games rugby and cricket. Facilities include swimming pool, Sale association to national approved scales.
Write giving curriculum vitae and the names of two referees to Headmaster, Cheadle Hulme School, Claremont Road, Cheadle Hulme, Cheadle, Cheshire SK8 6EF. (06768) 184224

EAST SUSSEX
BUCKSWOOD GRANGE
Uckfield
From September we wish to appoint a qualified teacher of Physical Education and, preferably, one other subject.
The School, which is co-educational, takes 10 - 16 year olds and combines a friendly atmosphere with a strong emphasis on traditional standards. The post offers an excellent opportunity to join a highly motivated staff. From in a small, expanding school. Possible single accommodation if required.
Please apply in writing, together with C.V., the names of not less than 2 referees to the Principal. (08935) 182624

KENT
PHYSICAL EDUCATION
REQUIRED SEPTEMBER, 1987 Teacher for Physical Education and Mathematics and/or Computer Studies. All courses for G.C.S.E. Scale 1. Government Supernuntion.
Apply with C.V. and names of two referees to The Headmaster, Foxbush School, Tonbridge Road, Hildenborough, Tonbridge, Kent TN11 9BN. (09624) 184224

LONDON E17
FOREST GIRLS' SCHOOL
London E17 3PY (Epping Forest area)
Tel: 01-527 7477
Required September 1987, a good Honours graduate to teach Biology up to 'A' level throughout the School to GCSE and 'A' level. This post is equally suited to a new entrant to the profession or to a person with experience who would like to assist with extra-curricular activities - a recommendation.
Baker salary (and Outer London allowance) negotiable according to experience.
Subsidised accommodation possible.
Apply with c.v. and names and addresses of two referees to the Headmistress. From whom further details are available. (08191) 183424

NORWICH
NORWICH HIGH SCHOOL FOR GIRLS G.P.D.S.T.
95 Newmarket Road, Norwich NR2 2LU
750 girls aged 5-18
Required for September 1987, an enthusiastic and experienced Head of Physical Education to take over a successful and lively department of four. There is a wide range of both curricular and extra-curricular activities, on weekdays and Saturdays, and facilities include acute playing fields and indoor heated swimming pool. Major sports are lacrosse, netball, swimming, athletics, rounders and tennis.
Salary Burnham Scale 3 with Government Supernuntion.
Applications with a full c.v. and the names, addresses and telephone numbers of two professional referees to the Headmistress, Friday 24th April. (08950) 184224

TYNESIDE
DAME ALLAN'S GIRLS' SCHOOL
Fowbery Crescent, Fenham, Newcastle upon Tyne NE4 9YJ
Independent School with Assisted Places
440 Girls with Form 110
Required for September 1987 PE. within the School. Important and challenging post.
Further details and information from the Headmistress. (08996) 184218
Assistant Physical Education Mistress with a particular interest in Hockey and gymnastics, promoting games and athletics throughout the school to girls from 10 years - 18 years.
Scale 1 or II. BURNHAM.
Previous applicants wishing to be considered need not re apply.
Apply by letter to the Headmistress, giving full details of curriculum vitae, and the names and addresses of two referees.
Applications close on Thursday 7th May. (08957) 184224

Religious Education

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Buckinghamshire HP11 1PE
Required for September and October 1987 full-time teacher of Religious Studies. The work includes GCSE, 'A' level and Oxbridge classes.
Please apply to the Headmistress in writing, enclosing curriculum vitae and the names of two referees. (08190) 184424

LONDON E17
FOREST GIRLS' SCHOOL
London E17 3PY (Epping Forest area)
Tel: 01-527 7477
Required September 1987, a good Honours graduate to teach Religious Studies up to 'A' level throughout the School to GCSE and 'A' level. This post is equally suited to a new entrant to the profession or to a person with experience who would like to assist with extra-curricular activities - a recommendation.
Baker salary (and Outer London allowance) negotiable according to experience.
Subsidised accommodation possible.
Apply with c.v. and names and addresses of two referees to the Headmistress. From whom further details are available. (08191) 183424

SUFFOLK
IPSWICH HIGH SCHOOL
(GPDST)
Required from September, 1987, a well qualified graduate with good experience as Head of Christian Studies. Ability to teach Computer Studies would be welcome but not essential.
Please apply in writing (no forms) with full c.v., plus the names of two referees to the Headmistress, Westerfield for Ipswich High School, Westerfield, Ipswich IP6 9AB. Closing date 27th April. (08714) 184818

NEWCASTLE UPON TYNE
DAME ALLAN'S BOYS SCHOOL
Independent H.M.C. 440 boys
P.E. SPECIALIST
Required for September 1987, a P.E. Specialist to assist and be responsible to the Head of Department for the teaching of P.E. throughout the School; to be primarily responsible for Rugby and Athletics, with ability to teach to a high level in these areas; to be involved also in Cricket.
The School has excellent games facilities and pool, provides a wide range of P.E. options.
There is also an Outdoor Pursuits programme. Some classroom teaching may be available.
Salary, at present Burham Scale 2, will depend on qualifications and experience.
Apply immediately by letter with C.V. and names, addresses of two referees, to the Head Master, Dame Allan's Boys' School, Fenham, Newcastle upon Tyne NE4 9YJ.
(08990) 184224

Science

Heads of Department

NORTHERN IRELAND
ROYAL BELFAST ACADEMICAL INSTITUTION
College Square East, Belfast BT1 6DL
(HMC 960 boys)
Required for September 1987, HEAD MASTER OF THE SCIENCE DEPARTMENT.
(Open to male and female applicants).
The Science Department is one of five major Departments of the School, whose Head Masters, together with the Principal, Vice-Principal and the Dean, form the Council of Studies.
The Department at present comprises the Head Master, 13 assistant teaching staff and several laboratory staff. Physics, Chemistry and Biology are taught at G.C.S.E. and 'A' level. Sixth Formers are also prepared for Cambridge entry: S.T.E.P. examinations and for entrance to Oxford University.
It is essential that the Head Master of the Department be well qualified in at least one of the three main science subjects; he will have overall responsibility for his own specialist subject as well as supervising the work of his senior colleagues in all other teaching and ancillary staff throughout the Science Department.
Salary not less than Scale 4 (Baker or Northern Ireland equivalent).
Full particulars may be obtained from the Secretary to the Governors, to whom Closing date for applications: 1st May 1987. (08631) 184818

WYCLIFFE COLLEGE

HMC – 340 Boarding and Day pupils (13–18) with 65 girls in Sixth Form and about to become fully co-educational.

Excellent facilities and location in atmosphere of vitality and innovation.

Wanted for September 1987 TWO enthusiastic and committed teachers of

HISTORY AND PHYSICAL EDUCATION AND GIRLS GAMES

Applicants must be well-qualified graduates able to teach throughout the school. All staff at Wycliffe are involved in extra-curricular activities and games. Either post could be associated with that of a residential assistant housemistress in one of the girls' houses.

Details and application forms from Anthony Millard, BSc (Econ) FRSA, Headmaster, Wycliffe College, Stonehouse, Glos GL10 2JQ. Telephone 045 382 2432.

(03911)

ST. BEDE'S COLLEGE
Alexandra Park
Manchester M16 8HX
Telephone: 061-226 3323

Required for September 1987.
There are 941 pupils in the College including a Sixth Form of 235.

MATHEMATICS (UP TO SCALE 3)

The College seeks a good honours graduate capable of teaching up to Oxbridge level in a very strong department. The successful candidate will be required to make a substantial contribution to Sixth Form teaching (both Upper and Lower Sixth have six sets). We should prefer to appoint an experienced teacher with a proven examination record up to Oxbridge level and we are prepared to pay above Burnham Scale 3 for the right person. However, those recently qualified should not be deterred from applying and we would be prepared to pay above Basic Scale for a talented young Mathematician especially if that person was prepared to assist with sport (rugby, soccer, netball, hockey, cricket).

Apply by letter with full curriculum vitae and names and addresses of 3 referees to the Headmaster, from whom further details may be obtained.

Closing date April 1987.

ST. DAVID'S SCHOOL FOR GIRLS

TEACHING HOUSEMISTRESS

St. David's, an independent day and boarding school founded in 1716, have a vacancy in September 1987 for a Teaching Housemistress for a boarding group of approximately 45 pupils aged 10 to 18. Scale 2 position.

The school stands in a pleasant 30 acre estate located near Staines and is in a most accessible position, being only half an hour on the main Waterloo Line to London and close to the M25.

Kindly send applications, stating subjects offered, C.V. and names of two referees to: The Headmistress, St. David's School, Church Road, Ashford, Middx TW15 3DZ.

THE ORATORY SCHOOL
Woodcote, Nr Reading RG8 0PJ.
(R.C., H.M.C.)

Required for September, a graduate to teach

FRENCH

at all levels. The successful candidate could be either a teacher of some experience who is looking for a post which involves considerable pastoral responsibility, or alternatively a well qualified new entrant to the teaching profession who can offer significant extra-curricular contribution.

Salary: Burnham plus.

Applications, including a curriculum vitae and the names of two referees, to the Headmaster.

(11491)

THE ROYAL NAVAL SCHOOL, HASLEMERE, SURREY.
GSA (300 Girls Day/Boarding)

CHAPLAIN

required from 1st September, 1987. The post is pastoral and teaching to GCSE and 'A' Level (LEAG). Burnham Scale 2 (at present).

Applications with full C.V. and names and addresses of 2 referees to the Headmistress by Friday, 1st May 1987.

(03414)

PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Telephone: 01-788 4886

Independent Girls' School (G.P.D.S.T.).
580 girls, 130 in Sixth Form.
225 in Junior School.

HEAD OF PHYSICS. Burnham Scale 3. Experienced and enthusiastic graduate, to teach throughout the school to Advanced Level and University entrance standard. Physics is popular and successful at GCSE, and there are strong Advanced Level groups in an expanding Sixth Form. Some Electronics would be an advantage. Well qualified candidates may also apply for **HEAD OF SCIENCE** (Scale 4).

ECONOMICS. An enthusiastic, experienced graduate teacher to introduce Economics into the expanding Sixth Form; O/GCSE and A Level courses, with some Economics/Politics/Debating in the Upper School. Experience with computers an advantage. Burnham Scale 2.

MATHEMATICS. A well qualified graduate to teach at all levels throughout the school. This post could suit either a first time applicant or a more experienced teacher. An ability to teach Statistics at A Level and willingness to help with Computer Studies would be an advantage. Burnham Scale 1.

PHYSICAL EDUCATION. An enthusiastic specialist to teach throughout the school. High standard of Netball essential, also Gymnastics, Aerobics, Health and Fitness, Tennis, Badminton. Applicants must be willing to participate fully in extra curricular activities: clubs, teams and matches. Please state second teaching subject. Burnham Scale 1.

INFANTS/JUNIORS TEACHER. Urgently required for the Summer Term. Full time or from 11.00am–3.45pm. Burnham Scale 1.

HEAD OF STRINGS. To teach Violin 2 days a week and some Piano if possible. Also to take Strings Sectional rehearsals and Chamber Groups if required, in a thriving Music Derpartment.

Applications with curriculum vitae, names, addresses and telephone numbers of two referees should be addressed to the Headmistress.

(03499)

The American Community School Limited Cobham, Surrey/Hillingdon, Middlesex

Teachers required for August 1987

Physics, General Science, English, Maths, Elementary classrooms, ESL, Dean of Students, Guidance Counsellor, Music, History and Social Studies.

The school follows an American curriculum and uses American textbooks, relevant experience, therefore, will be required. Teachers experienced in teaching for the international baccalaureate level are requested to apply.

Please send resume and covering letter to the Personnel Manager, American Community School Limited, 'Heywood', Portsmouth Road, Cobham, Surrey KT11 1BL.

(3596)

Strathallan School
Perth
H.M.C. 11-18 years : 350 Boys : 120 Girls

Required for Sept. '87 — or as soon as possible thereafter — suitably qualified persons to teach the following subjects through out the School or only up to 'O' level if preferred. At least one position to be combined as Tutor to a girl's boarding house.

BIOLOGY (and possibly another subject)
CHEMISTRY (and possible one other subject)
GEOGRAPHY (and possible one other subject)
MATHEMATICS (and possibly computing)

These appointments are the result of expanding departments and teaching experience is not essential and there is considerable flexibility.

Further details from the Headmaster, Strathallan School, Forgandenny, Perth PH2 9EQ to whom applicants should write enclosing a C.V. and the names of two referees.

(14308)

INDEPENDENT EDUCATION
continued

Other Assistants

BERKSHIRE
WELLINGTON COLLEGE
PHYSICS
Required for September 1987 to join a lively and successful department of 8 specialist Physicists. Applicants must be graduates who are capable of teaching up to 'A' Level; there may be the opportunity of 'S' Level or University Entrance work. Wellington is a boarding school and applicants should be willing to contribute to the many extra-curricular activities.
Applications with the names, addresses and Tel. Nos. of 2 referees should be sent to: The Master, Wellington College, Crowthorne, Berks. as soon as possible, from whom further details can be obtained. (08959) 184824

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
660 Girls
Required for September a graduate to teach CHEMISTRY and some Physics to girls throughout the school (GCSE, A Level and STEP).
Salary according to qualifications and experience.
Further particulars available.
Please apply to the Headmistress, (Acting), Bradford Girls' Grammar School, Squire Lane, Bradford BD9 6RB, giving two names for reference.
Closing Date April 24th. (09418) 184824

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
660 Girls
Required for September a Graduate to teach PHYSICS to girls throughout the school (GCSE, A Level and STEP).
Salary according to qualifications and experience.
Further particulars available.
Please apply to The Headmistress (Acting), Bradford Girls' Grammar School, Squire Lane, Bradford BD9 6RB, giving two names for reference.
Closing Date April 24th. (09417) 184824

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
Required for September 1987 a master or mistress to teach Chemistry to A and S levels and Physical Science to GCSE level.
Position suitable for a well-qualified first or second appointment.
Salary in accordance with the Ely Salary Scale.
Applications giving names and addresses of two referees to be addressed to the Headmaster from whom further particulars are available. (08906) 184824

CANTERBURY
ST EDMUNDS SCHOOL
(HMC: 300 Boys and Girls. 13-18; with closely integrated IAPS Junior School)
Required in September, A graduate to teach Physics to GCSE and 'A' Levels in this well equipped and successful department, possibly with a few periods of some other subject (e.g. Computer Studies) according to qualifications and preference.
Willingness to assist with extra-curricular activities and Boarding Duties an advantage. Salary according to the Baker Scales. Possibility of help with accommodation.
Apply with full curriculum vitae and names and addresses of at least two referees to the Headmaster, St Edmund's School, Canterbury, Kent CT3 1EU. (06103) 184824

CROYDON
WHITGIFT SCHOOL
(HMC 875 Boys)
Required in September, well-qualified graduate to teach BIOLOGY throughout the School to G.C.E. 'A' Level in a lively, well-resourced department. The post would suit a teacher seeking a first or second appointment. Applicants should have broad scientific interests and be willing to contribute to sporting and/or other activities outside the classroom.
Salary on Whitgift Scale (above Burnham) according to qualifications and experience. Possibility of accommodation in flat close to school.
Apply to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey, enclosing curriculum vitae and names and addresses of two referees. (09359) 184824

CROYDON
WANTON SCHOOL
Required in September, two Graduates to teach Chemistry and Physics to G.C.S.E. and 'A' Level to classes of 16 pupils (maximum).
Burgham salary, scale according to experience, plus London weightings.
Please apply by letter with C.V., telephone number and details of two referees to The Headmaster, Winston School, 205 Addiscombe Road, Croydon CR0 6SF. (09704) 184824

EAST SUSSEX
BUCKSWOOD GRANGE
Uckfield
From September we wish to appoint a qualified teacher of CHEMISTRY and BIOLOGY.
The school, which is co-educational, takes 10-16 year olds and combine a friendly atmosphere with a strong emphasis on traditional standards. The post offers an excellent opportunity to join a highly motivated staffroom in a small, expanding school. Possible single accommodation if required.
Please apply, in writing, together with full details of the names of not less than 2 referees to the Principal. (09392) 184824

ESSEX
FRIEND'S SCHOOL
Saffron Walden, Essex
Required in September 1987 teacher for Chemistry throughout the school. Starting on new scale. Opportunity to contribute vigorously to academic work and to help with extra curricular activities especially sports and games. Preference for single person willing to be resident.
Inquiries and applications to the Head, John Woods, Saffron Walden 23531. (06953) 184824

HAMPSHIRE
CHURCHER'S COLLEGE
Petersfield, Hampshire
GU31 4AS
HMC Independent Day and Boarding 460 Boys (Girls in Sixth Form) age range 11 to 18
Required for September 1987: A well-qualified and enthusiastic graduate to teach PHYSICS throughout the school up to 'A' level. Vacancy arises because of increasing Sixth Form numbers in this strong and well-equipped department. 'A' level Electronics is also taught and an interest in this would be an advantage. Salary according to Baker Scales with Churcher's enhancement.
Please contact the Headmaster's Secretary for details and application forms: Tel: Petersfield (0730) 263. (08564) 184824

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC Coeducational Boarding 13-18
PHYSICS
GRADUATE required for August 1987 to teach for GCSE and 'A' level work. Help with games and/or outdoor pursuits an advantage. This vacancy has arisen because the Head of Department is on sabbatical leave for the term.
The Headmaster welcomes applications (no forms) including curriculum vitae and the names, addresses and telephone numbers of three referees. (09653) 184824

HAMPSHIRE
PORTSMOUTH HIGH SCHOOL
G.P.D.S.T.
25 Kent Road, Southsea, Hants. PO5 3EQ
Tel: 0705 826114
Required for September, a graduate teacher of Biology to teach Biology up to A level and science to years 1 and 2.
In the first instance this will be a temporary post for one year to cover maternity leave, but there is a possibility that it may become permanent. An interest in helping with the Duke of Edinburgh's Award Scheme or Girls' Cricket would be an advantage.
Apply in writing, by April 23rd, giving names of two referees to The Headmistress, Portsmouth High School for Girls, G.P.D.S.T., Kent Road, Southsea, Portsmouth, Hants. PO5 3EQ. (06735) 184824

ISLE OF WIGHT
FARTLANDS SCHOOL
Fartlands Ave, Ryde PO33 3DS
Independent Co-ed Day School
Required for September, 1987, teacher for PHYSICS and CHEMISTRY to teach to GCSE level. An interest in computing or electronics would be an advantage.
Salary according to qualifications and experience.
Please apply in writing to The Headmaster. (09952) 184824

KENT
UNIVERSITY SCHOOL
Independent Co-ed Day School
Require a qualified Teacher to teach Physics and Chemistry to G.C.S.E.
Salary Burnham + Outer London Weighting.
Apply in writing to the Headmaster with c.v. and names of two referees to University School, Upton Road South, Bexley, Kent. Tel Dartford (0322) 523649 (06457) 184824

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent BR7 5LR
(Methodist Colleges and Schools - 400 girls 3-18 years Boarding and Day Girls)
CHEMISTRY
Required for September 1987 a graduate teacher of Chemistry to join a thriving and successful department. The person appointed would also be responsible for the teaching of Chemistry to G.C.S.E. and Advanced levels and would also participate in the teaching of Junior Integrated Science. A possible scale post for a suitably experienced candidate but new entrants are also encouraged to apply. Possibility of single accommodation in return for House duties.
Apply in writing to the Headmistress giving the names and addresses of two referees. (06767) 184824

LANCASHIRE
THE HULME GRAMMAR SCHOOL (HMC)
Chamber Road, Oldham, Lancashire OL8 3PX
Tel: 061-624 5532
558 girls, aged 7-18
Required for September 1987, a well qualified graduate Assistant Teacher of Biology. Teaching will be throughout the school (including G.C.S.E. and 'A' level work. Burnham Scale 1 or 2 according to experience. A willingness to enter into the life of the school is essential.
Apply by letter to the Headmistress, enclosing a full curriculum vitae and the names and addresses of two referees. (08563) 184824

MANCHESTER
MANCHESTER HIGH SCHOOL FOR GIRLS
Grangethorpe Road, Manchester M14 6HS
Tel: 061-224 0447
(Independent, G.S.A.)
Required from September 1987, experienced graduate teacher to share in the teaching of Chemistry to 'A' level and combined science in Junior forms. Good specialist qualifications essential. Salary at current scale 2, adjusted in light of new national scales.
Please apply by letter to the Head Mistress, enclosing curriculum vitae and names and addresses of two referees. (09550) 184824

SURREY
Required for September, 1987 a Full Time Teacher of BIOLOGY. The successful applicant will be expected to teach through the school, including GCSE, and 'A' level.
Applications are invited from suitably qualified Graduates, with teaching experience. Salary Burnham Scale One/Baker proposal.
Wispers School, Haslemere is an Independent Boarding School for Girls aged 11-18.
Applications with C.V. to the Headmaster. (08911) 184824

SUSSEX
OUR LADY OF SION SCHOOL
An Independent Co-educational Day School)
Pupils 2½-18 years
Required September 1987, a graduate to teach Chemistry up to 'A' Level. The candidate will be expected to teach the Nuffield 'A' level course, and to be in charge of general administration of the Chemistry Department.
Apply by letter and CV with recent testimonials and the names, addresses and telephone numbers of two referees to the Headmaster's Secretary, Our Lady of Sion School, Gratwicke Road, Worthing, Sussex BN11 4BQ. (06182) 184824

TURKEY
Prestigious expanding school requires qualified and experienced E.F.L. and general science teachers for September 1987. Excellent conditions. Teachers with previous overseas experience preferred. Suit married couples.
Interviews in London in July.
Write for details enclosing C.V. and letter of application to: The Headmaster, Özel Cağ Lisesi, Yenice, Tarsus, Turkey. (08695) 184824

WEST SUSSEX
SEAFORD COLLEGE
Petworth, W. Sussex GU28 0NB
Wanted for September 1987 young enthusiastic Graduate to teach to G.C.S.E. and 'A' level. Salary according to qualifications and experience with a Seaford supplement. Possibility of accommodation.
For further details and application form apply to: The Headmaster's Secretary. (08664) 184824

WEST SUSSEX
BURGESS HILL SCHOOL for GIRLS
G.S.A. G.B.G.S.A.
Day and Boarding 500 Girls 2½-18
PHYSICS and CHEMISTRY
Required from September 1987 to teach to GCSE, A and S levels, two graduates for 1) Physics and 2) Chemistry.
The School has a strong, enthusiastic and successful Science Staff and excellent examination results.
An interest in Computing and/or Electronics would be advantageous.
Salaries according to qualifications and experience.
Please apply in writing, enclosing the names and addresses of two recent referees to: The Headmistress, Burgess Hill School for Girls, Keymer Road, Burgess Hill, Sussex RH15 0AQ. (08661) 184824

YORK
BOOTHAM SCHOOL
York YO3 7BU
Tel: (0904) 23636
One of the group of Quaker Schools HMC. Co-ed Day, Boarding, 11-18
Vacancy for a full-time teacher of BIOLOGY throughout the School.
Willingness to help with another science subject, outof-school activities and/or boys' residential housemastering would greatly help an application.
Salary according to experience.
Interviews on 8th May.
Application to be sent to the Headmaster. (08945) 184824

Social Studies

Heads of Department

DORSET
HOMEFIELD SCHOOL
Independent School for Boys Day with 80 Boarding places. (approx. 350 Senior Department 13-18)
Required for SEPTEMBER 1987, full-time HEAD OF SOCIAL STUDIES. Vacancy arises through promotion of present holder. The successful candidate will be required to co-ordinate the teaching of Geography and History throughout the School and should have experience. A willingness to enter into the life of the school is essential.
Apply in writing, with full curriculum vitae and names, addresses and telephone numbers of two referees, to the Headmaster, Homefield School, Senior Department, Salisbury Road, Winkton, Christchurch, Dorset BH23 7AR. (08700) 185624

Other Assistants

SURREY
HURTWOOD HOUSE SCHOOL
Required September 1987, a young experienced teacher offering a combination of Law and Business subjects.
Apply Box No. 00677 Friary House, St John's Lane, EC1M 4BX with C.V. Further details will be sent on receipt of applications. (44189) 185624

Other than by Subject Classification

Other Assistants

AVON COUNTY
SIDCOT SCHOOL
Opportunities to serve at SIDCOT
Sidcot School is seeking enthusiastic and committed appropriately qualified and experienced professionals to serve the coeducational community of nearly 300 pupils aged 9-18 in the following ways:
Full time teacher of GEOGRAPHY to 'A' Level and a strong second subject in IT/Economics/Maths or Chemistry.
Full time teacher of MATHEMATICS to 'A' level.
Full time teacher of BIOLOGY to 'A' level.
Half time teacher of ART to 'A' level to job-share with present teacher of Art.
Part time ADVISER TO OVERSEAS PUPILS to organise EFL teaching and cultural programme for Sidcot's overseas pupils.
Two full time RESIDENT GRADUATE ASSISTANTS to help develop the social curriculum programme at the school and help with boarding duties.
Further particulars from the Headmaster, Sidcot School, Winscombe, Avon BS25 1PD (093 484) 3203. (09375) 185624

CARDIFF
NEW COLLEGE NEW COLLEGE SCHOOL
Due to continued expansion, the following teaching staff are required in September, 1987:
Scale dependent upon qualifications and experience.
1) History : School and College
2) English : School and College
3) Maths : School
A Candidate must be willing to contribute to the extra mural life of the School, and those able to offer games/outdoor pursuits will be especially welcome.
Please apply with full CV and names and addresses of two referees to: The Bursar, New College School, 5 Cathedral Terrace, Cardiff CF1 9HP. (08566) 185624

INDEPENDENT EDUCATION
continued

CHESHIRE
ST AMBROSE COLLEGE
Hale Barns, Altrincham, Cheshire WA15 0HF
Tel: 061-980 2711
Independent R.C. Grammar School for Boys
550 on roll (140 in Sixth Form)
Required for September 1987:
1. Well qualified graduate to teach PHYSICS to 'A' level standard.
2. Well qualified graduate to teach 'A' Level POLITICS and HISTORY throughout the School.
3. Well qualified graduate to teach PHYSICS to 'A' level and Oxbridge entrance standard.
Ability to assist with Games or R.S. in addition to classroom duties.
Salary according to qualifications and experience.
Apply to The Headmaster stating curriculum vitae and the names and addresses of two referees. (08964) 185624

MADRID
KING'S COLLEGE
Madrid
Please see block advertisement in Overseas Appointments Section. (08802) 185624

MIDDLESEX
ST. DAVID'S SCHOOL FOR GIRLS
Ashford, Nr. Staines, Middx.
Please main adverts under 'Pastoral' section for Teaching Housemistress to commence September, 1987. (08817) 185624

NORTHAMPTON
BOWDEN TUTORS
Young graduate required in Northampton for 1987 and A level) and assist with general duties in small residential Tutorial College. Must be enthusiasm and all round ability needed for responsible and non-mundane position.
Please write with C.V. for further details to The Secretary, Bowdeth Tutors, 9-11 St George's Avenue, Northampton NN2 6JA. (05023) 185624

OXFORDSHIRE
ST. CLARE'S
Oxford
Applications are invited from well qualified teaching staff for two posts to start from 1st September, 1987:
1 Physics - Established post, possibly as Head of Department.
2 Modern History and Politics - 1 year.
St. Clare's is an independent, co-educational, international sixth form residential college.
Enquiries to: The Principal, St. Clare's, 139 Banbury Road, Oxford OX2 7AL. Tel: (0865) 52031. (08926) 185624

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey RH5 6EA
Co-ed Boarding/Day School (11-18) based upon the principles of Kurt Hahn
Required September 1987 the following full time qualified resident or non-resident teachers of:-
1. PHYSICAL EDUCATION FOR GIRLS to be combined with teaching of MATHEMATICS or SCIENCES.
2. MATHEMATICS (11-18 years) and INTEGRATED SCIENCES to GCSE. Offer of Assistant Housemastership an advantage. Salaries based upon qualifications and experience. Teachers' superannuation. Scheme.
Apply Headmaster, naming two referees and activity interests; interviews in the last week of April. (00641) 185624

ITALY
'Milan, see paces advert - Overseas'. (08814) 200012

Deputy Headships
Second Masters/ Mistresses

SOUTHPORT
KINGSWOOD SCHOOLS
Southport
Required for September 1987 a qualified
JUNIOR TEACHER
An interest in Ginn 360 language development and SPMG essential. Ability to assist with boys' games/computer studies an added recommendation.
Further details and application form may be obtained from Headmaster, Kingswood Schools, 26 Westcliffe Road, Southport (0704) 63311. (08554) 185624

TYNE & WEAR
SUNDERLAND CHURCH HIGH SCHOOL
Newbury Road, Sunderland SR4 8NA
Tel: 091-567 4984
(Church Schools Co Ltd)
(GSA 370)
Required for September 1987 two qualified teachers for Mathematics and Biology, with some Computer Studies. Physics and Chemistry.
These two posts could be one full time and one part time according to the applicants and areas of interest.
Further details available from the Secretary.
Please send CV and names of two referees to the Headmistress as soon as possible. (08686) 185624

Other Assistants

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)
ENGLISH TEACHER
Required for September 1987 to teach the subject up to Common Entrance and Scholarship level. Reading may be involved actively in the life of the school and especially with games a strong recommendation.
Please write giving C.V. and names of 2 referees to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey TW9 1ES. (08963) 202424

History

Heads of Department

GLOUCESTERSHIRE
WYCLIFFE COLLEGE JUNIOR SCHOOL
Stonehouse GL10 2LD
Required for September 1987 a stimulating and innovative Head of History keen to be involved in a school of 180 boys (4-13) which is about to become co-educational. Willing participation in the games and extra curricular activities of a boarding school essential. Salary, Burnham according to experience and qualifications.
Apply to The Headmaster, Mr. A. D. Jenkins (045 382 3335/4060) for further details. (09657) 202818

Other Assistants

NORTH YORKSHIRE
GROSVENOR HOUSE SCHOOL
Birtswith, Harrogate HG3 3JG
Required for September 1987 HISTORY TEACHER to teach the subject to C.S.E. and P.S.S. level. Ability to coach games in all or some of Football, Rugby and cricket to first team level also required. The School is in the country six miles from Harrogate. There are 60 day boys and 40 boarders in the age range to be taught. Usual preparatory School duties. Single accommodation available. D.E.S. School duties. I.A.P.S. Pension Scheme.
Apply in writing to the Headmaster with curriculum vitae and telephone numbers of two referees. (09345) 203824

By Subject Classification

English

Heads of Department

SURREY
KINGSWOOD HOUSE SCHOOL
Epsom, Surrey KT18 7LZ
56 West Hill, Epsom KT19 8LF
(APS Boys' Day Preparatory School (140 boys 4½ to 13 yrs)
Required for September 1987 Head of English to teach English to CEE and PSS level and to be responsible for the subject throughout the school. The ability to coach football, rugby and cricket and/or an interest in music and drama an advantage.
Accommodation available for single person if required.
Salary, Kingswood House Scale (above Baker) and Government Superannuation Scheme.
Applications accompanied by an up-to-date C.V. and the names and addresses of two referees, should be made in writing to the Headmaster, c/o 4 Park Rise, Leatherhead, Surrey. (09283) 202418

Other Assistants

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)
ENGLISH TEACHER
Required for September 1987 to teach the subject up to Common Entrance and Scholarship level. Reading may be involved actively in the life of the school and especially with games a strong recommendation.
Please write giving C.V. and names of 2 referees to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey TW9 1ES. (08963) 202424

Preparatory Schools

Headships

SURREY
HALSTEAD SCHOOL
Woodham Road, Woking, Surrey GU21 4EE
(180 girls - 3-13 years)
Following the promotion of the present Head, this forward-looking day school for girls is seeking an experienced and enthusiastic qualified teacher to assume the post of Head as from September, 1987.
The new Head will lead a dedicated and enthusiastic team of qualified and other staff in a school which is anxious to maintain its reputation both for its caring and supportive approach to teaching and its stimulating policy in the future development of the school and its facilities.
Further details may be obtained from the Chairman of the Governors at the school to whom letters of application together with C.V. and names and addresses of 3 referees should be sent by Monday, 27 April, 1987, and marked 'Confidential'. (09817) 200010

Mathematics

Other Assistants

KENT
MARLBOROUGH HOUSE SCHOOL
Hawkhurst TN18 4PY
(IAPS, 115 Boys and Girls (Boarding) 11-13 years)
Qualified teacher of Mathematics (with some Science) required for September 1987. Ability to teach computing an advantage, together with willingness to coach games and to contribute to extra-curricular activities.
Salary will be in accordance with current Government legislation, D.E.S. Superannuation Scheme.
Applications, with full Curriculum Vitae and names of two referees, to the Headmaster, Marlborough House School, Hawkhurst, Kent TN18 4PY, from whom further details may be obtained. (09612) 203424

OXFORD
DRAGON SCHOOL
Oxford
(I.A.P.S.) 635 boys and girls, aged 7-13
Required for September 1987 or January 1988, a qualified, enthusiastic teacher of Mathematics to teach 8 to 13 year old boys and girls to Common Entrance and Scholarship level. Ability to coach boys' games or run an activity, such as chess, an advantage.
Sense of humour essential.
Please apply in writing, including curriculum vitae and the names and addresses of two referees, to: The Headmaster, Dragon School, Bardwell Road, Oxford OX2 6SQ by Friday, 24th April 1987. (08930) 203424

Modern Languages

Heads of Department

HAMPSHIRE
HEAD OF FRENCH
Required for September in Co-educational I.A.P.S. School.
For further details apply Headmaster, Highfield School, Liphook, Hants. GU30 7LQ. (080337) 203618

OXFORD
Required for September 1987, a qualified teacher to take sole charge of French to CE and PSS level in this small IAPS school of ninety boys in the centre of the city. A contribution to sport and evening boarding duties is needed. Single accommodation is available.
Please write with full C.V. and details of two referees to the Headmaster, Christ Church Cathedral School, 3 Brewer Street, Oxford OX1 1QW. (09986) 203815

Music

Other Assistants

HAMPSHIRE
PRINSTON COURT SCHOOL TRUST
Becton Lane, Barton-on-Sea, New Milton BH25 7AG
Tel: (0425) 610010
(I.A.P.S. Co-educational, Day and Boarding, 235 children
Required in September 1987 a qualified and enthusiastic teacher of music, preferably an organist, to act as assistant to the Director of Music. The school has a very fine tradition in music and boys from the school and choristers at St. Stephen's Church, Bournemouth. Ability to offer a second instrument would be an advantage. This position would suit a newly qualified teacher.
Salary, Burnham Scale, according to experience and qualifications. Government Superannuation Schems.
Apply to the Headmaster with full C.V. and names, addresses and telephone numbers of two referees. (08903) 203824

Physical Education

Other Assistants

LONDON W2
Part time games teacher required from September. Junior post also suitable for school leaver with year before college. Co-educational pre-preparatory school, 3-11 years.
Applications in writing with full C.V. please send s.a.e. to the Principals, Contaught House School, 47 Connaught Square, London W2 2HL. Tel: 01-262 8530. (08669) 204224

WEST MIDLANDS
An active young teacher is required in September 1987 to teach Physical Education with games and Games. Some Classroom teaching of subjects to be agreed will also be required. An ability to coach Rugby and Cricket to a high standard will be particularly welcome.
The School has excellent facilities including Gymnasium, Swimming Pool, Tennis Courts and Playing Fields.
This appointment may be resident or non resident. Accommodation can be provided for a single person.
Salary - Latest Government Teachers' Salary Scale and Superannuation Scheme. With opportunity for an Extra Responsibility Allowance.
Please apply in writing, including curriculum vitae and the names and addresses of two referees, to: The Headmaster, Dragon School, Bardwell Road, Oxford OX2 6SQ by Friday, 24th April 1987. (08930) 203424

Science

Other Assistants

SUSSEX
ST. AUBYNS SCHOOL
Rottingdean, Brighton, Sussex
(I.A.P.S. Preparatory School for 11-13 boys)
SCIENCE
Required for September 1987 teacher to take Science (and perhaps some Maths.) to I.A.S. and C.E. standard. Preferably under forty. Ability to coach games an advantage. Enthusiasm essential.
Applications in writing with names of two referees to the Headmistr. (09531) 204824

EAST SUSSEX
NEWLANDS SCHOOL
Seaford, East Sussex BN25 4NP
(APS Co-Educational Boarding and Day (290 pupils)
Required for September, Teacher of Junior Subjects to the 7-9 year old children. The successful candidate would also be expected to take a full part in the life of the school, including games' coaching and other activities. Burnham Salary Scale. DES Superannuation.
Applications, with full c.v. and names, addresses and telephone numbers of two referees, to the Headmaster. (08968) 205624

BUCKINGHAMSHIRE
Required for September, a qualified teacher, preferably with experience in an Independent School, to teach Science in the middle and senior school up to CE and PSS levels (an additional academic subject would be an advantage). Help with games, other extra curricular activities and the general life of the school essential.
The school has its own salaries structure in advance of National Scales. Single accommodation only is available on the school site.
Applications with CV and names of two referees to the Headmaster, Caldicott, Farnham Royal, Bucks. SL2 3SL. (08305) 204824

Other than by Subject Classification

Other Assistants

BIRMINGHAM
The Pre-Preparatory Department of the Blue Coat School requires from September, 1987:
1) A teacher for 4½ - 5 year olds who would be responsible for music throughout the Department.
2) A teacher for 3 - 5½ year olds.
Applicants should be qualified and experienced Infant teachers, preferably with the demands of young children and in sympathy with the Christian values of the school. Both posts at Scale 2 or the new equivalent.
Written applications by 23rd April 1987, giving the names of two referees to: The Mistress-in-Charge (K.G.), Pre-Preparatory Department, Blue Coat School, Edgbaston, Birmingham B17 0HR. (08112) 205624

EAST SUSSEX
NEWLANDS SCHOOL
Seaford, East Sussex BN25 4NP
(APS Co-Educational Boarding and Day (290 pupils)
Required for September, Teacher of Junior Subjects to the 7-9 year old children. The successful candidate would also be expected to take a full part in the life of the school, including games' coaching and other activities. Burnham Salary Scale. DES Superannuation.
Applications, with full c.v. and names, addresses and telephone numbers of two referees, to the Headmaster. (08968) 205624

ST. LAWRENCE COLLEGE, JUNIOR SCHOOL
(I.A.P.S. Co-educational Boarding and Day)

required for September 1987, a **RESIDENT TUTOR**, whose main subject must be **FRENCH**, teaching up to Common Entrance standard. Ability to coach the major sports, Hockey, Rugby, Soccer and Cricket, and a willingness to assist in extra curricular Activities, would be a strong recommendation.

Salary – St. Lawrence College Scale.

Apply with C.V., names and addresses of two referees to:

The Headmaster,
The Junior School,
St. Lawrence College,
Ramsgate, Kent CT11 7AF
(Tel: 0843 591788)

(03566)

HURTWOOD HOUSE
Holmbury St Mary, Dorking, Surrey

Hurtwood House is a residential, independent Sixth Form College with 180 students. We require for September committed, imaginative teachers in:—

1. BUSINESS STUDIES SUBJECTS AND LAW
to GCSE and possibly 'A' level depending on experience.

2. GCSE ENGLISH
a well-qualified and experienced English Graduate capable of also teaching 'A' level Literature.

Further details about these posts, which can be residential, are available from the Headmaster, to whom applications should be made enclosing C.V. and names of two referees.

(03391)

ST. MICHAEL'S SCHOOL
Five Oaks, St. Saviour, Jersey, C I.
IAPS 300 children

For September 1987, qualified and experienced full-time

ENGLISH TEACHER

to assist in a busy department. Ability to teach to C.E. and P.S.S. level.

Salary above Burnham with generous allowances. Government Superannuation.

Cottage available in grounds.

Apply in writing with recent photograph to The Headmaster.

(03474)

PRIOR'S COURT
CHIEVELEY, NEAR NEWBURY, BERKSHIRE RG16 8XW

(IAPS Methodist Co-educational Day and Boarding School, Junior School for Kingswood School, Bath – 175 pupils 4–13 years)

HEAD OF GIRL'S PE/GAMES
with the possibility of additional responsibility as HOUSEMISTRESS

A young, enthusiastic games player is required for September 1987 to teach PE and girls' games throughout the school. Hockey, Netball, Rounders, Tennis, Swimming, Cross-Country, Athletics, and Gymnastics, are taught at present. There is a keen fixture list and our new Sports Hall, the Swimming Pool and 40 acres of playing fields make physical activity a very important area of the curriculum.

Letter of application with CV, photograph, names, addresses and telephone numbers of two referees, should be sent to The Headmaster (Mr Paul B High, BSc, FRGS), at the above address.

(03416)

PREPARATORY SCHOOLS
continued

ESSEX

ST. JOHN'S SCHOOL, Stock Road, Billericay, Essex
Required for September - A teacher of general subjects for a mixed First or Second Year Junior Class.
Apply direct to the school with a letter of application and c.v. (08934) 205624

ESSEX

CRANBROOK COLLEGE Ilford
Independent primary and secondary day school for boys) Required in September: Qualified teacher, preferably with some experience, for small class of 6-year-old boys. Salary: New equivalent of Burnham Scale 1, rising after one year to new equivalent of Scale 2. Outer London Allowance.
Further information on request.
Please apply by letter, with names, addresses and telephone numbers of two referees, to The Headmaster, Cranbrook College, Mansfield Road, Ilford, Essex IG1 3BD. (Tel: 01-554 1757). (09609) 205624

HAMPSHIRE

ST SWITHUN'S JUNIOR SCHOOL Winchester
Required for September, an energetic and creative teacher for a class of 4-7 year olds. The ability to play the piano and some previous experience with this age group would be advantageous.
Applications in writing with C.V., a recent photograph and the names of two professional referees to: The Headmistress, St. Swithun's Junior School, Alresford Road, Winchester, Hampshire SO17 1NZ. (09153) 205624

HAMPSHIRE

PRINCE'S MEAD SCHOOL, 43 Sidnor Road, Winchester
Required for September 1987. Versatile young teacher with responsibility for General Subjects with 9-10 year old Girls. Ability to help in other areas desirable. Burnham Scale 1.
Please apply enclosing c.v. and names of two referees to The Headmistress. (08029) 205624

HERTFORDSHIRE

ST HILDA'S SCHOOL, Bushey WD2 3TU
Day School for 300; girls 3 to public examinations, boys 3-8
Class teacher required for Junior School for September 1987. Ability to take all subjects throughout age range 5-11.
Applications with full CV and names of two referees to Head Mistress to arrive by 24th April 1987. (09656) 205624

ISLE OF WIGHT

Required for September 1987 an experienced teacher for a class of 6-8 year olds. The post which is both interesting and challenging could be resident or non-resident, but some help will be needed with extra-curricular activities. A modern single self-contained flat is available.
Applications, together with the names and addresses of two referees should be sent to The Headmistress, Upper Chine School, Shanklin, I.W. PO37 6QU by Monday 27th April, 1987. (08799) 205624

KENT

MARLBOROUGH HOUSE SCHOOL, Hawkhurst TN18 4PY
IAPS. 116 Boys and Girls (Boarding and Day)
Qualified teacher of Mathematics (with some Science) required for September 1987. Ability to teach computing an advantage. Together with willingness to coach games and to contribute to extra-curricular activities.
Salary will be in accordance with current Government legislation, D.E.S. Superannuation Scheme.
Applications, with full Curriculum Vitae and names of two referees, to the Headmaster, Marlborough House School, Hawkhurst, Kent TN18 4PY, from whom further details may be obtained. (09615) 205624

LANCASHIRE

THE HULME GRAMMAR SCHOOL FOR GIRLS, Chamber Road, Oldham, Lancashire OL8 3BX
Tel: 061-624 2525
Preparatory School
113 girls
Required for September 1987, a well qualified Form Teacher for a class of seven year old girls.
Salary: Burnham Scale 1.
Please apply to the Headmistress by letter enclosing full curriculum vitae and the names and addresses of two referees. (08240) 205624

LONDON N16

Independent Jewish Day School requires lively, energetic, infant and Junior Teachers, September. Burnham Rates, Scale 2 Point for two applicants with suitable qualifications or specialist experience. Suitable position for applicants who wish to work in a pleasant, genial, challenging, family atmosphere. Religious background of no consequence. Part-time applicants considered.
Apply in writing to: Lubavitch House Schools, Director of Education, 106/116 Stamford Hill, London N16 5RP, or Tel: 800 0032, Ext. 16, no evenings: 265 0266. (08649) 205624

LONDON NW3

HAMPSTEAD
Qualified Primary Teacher required April 1987. Class of Boys and Girls 5-6 years. Recognised Independent Pre-Prep School. Burnham Scale; London Weighting: Non Residential.
Apply: The Principal, Stepping Stone School, 33 Fitzjohn's Avenue, London NW3 5JY. Tel: 01-435 9641. (09356) 205624

LONDON SE24

HERNE HILL SCHOOL/ NURSERY
Exciting New Project: Well established Nursery School of 90 pupils is forming a Co-ed. pre-prep. dept. We are seeking an experienced, energetic, enthusiastic Reception Teacher for Sept. 87. Negotiable salary based on Burnham Scale.
Further details and application form from Herne Hill Nursery, 127 Herne Hill SE24 0LY. To be returned by April 27th. Interview on 8th May 9th. (09694) 205624

LONDON W8

KENSINGTON PREPARATORY SCHOOL FOR GIRLS
17 Upper Phillimore Gardens, London W8 7HF
The Girls' Public Day School Trust
Independent Day School for girls
Required for September, 1987
Experienced full-time qualified Kindergarten teacher to be responsible for a form of 25 girls ages 5-6 years. Burnham Scale 1, plus Inner London Allowance.
Interviews will take place in the week beginning 27th April.
Apply in writing to the Headmistress, together with Curriculum Vitae and name and addresses of two referees. (08074) 205624

LONDON

HIGHFIELD SCHOOL
256 Trinity Road, Wandsworth Common, London SW18 3RQ
Required for September 1987: Infant teacher for 5 to 7 year olds.
Applications and C.V. to the Headmaster. (04028) 205624

LONDON

FULL-TIME N.N.E.B. Required for September, full-time Nursery Nurse (N.N.E.B.) for newly-expanding two-year entry Nursery department in Anglo-Greek school.
Apply with c.v. and references to Headmistress, Hellenic College, 67 Pont Street, London SW1X 0AD. Tel: 01-581 5045 or 581 5044. (09955) 205624

LONDON

PRIMARY TEACHER required temporarily for 8-11 year olds to cover maternity leave, mid-May to December.
Apply with c.v. and references to Headmistress, Hellenic College, 67 Pont Street, London SW1X 0AD. Tel: 01-581 5045 or 581 5044. (09956) 205624

MIDDLESEX

DENMEAD SCHOOL Hampton
(IAPS 200 day boys 3-13 years)
Requires Staff as follows to teach to C.S. level:
(a) FULL TIME: Young History & Geography enthusiast with Rugby, Cricket and P.E.
(b) FULL TIME: English, Latin or French with Cricket, Football, Rugby.
(c) PART TIME - TWO POSTS: to teach English, Latin and French.
'Baker' and DES pension, etc.
Details of post and accommodation from: Headmaster, Denmead School, Hampton, Middlesex TW12 2LP. Tel: 01-979 1844. (08910) 205624

SURREY

KING'S HOUSE SCHOOL Richmond, Surrey
(I.A.P.S. Day Preparatory School)
Required in September 1987 a qualified and experienced Form Teacher to take over a class of 9-10 year old boys and in addition teaching some subjects to a class of 10-11 year olds. Help with the supervision of games is also required.
The School is a Trust and King's House Scale, London Allowance and Government Superannuation are paid.
Please write to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey TW10 6ES, enclosing Curriculum Vitae and the names and addresses of two referees. (08485) 205624

SURREY

WELLINGWOOD BOYS' SCHOOL
Springfield Road, Wallington
Independent Day School of 300 boys aged 4-11(+)
Required in September 1987 full time lively and enthusiastic Class Teachers for Infant Department (music an advantage) and Junior Class Teacher, (sport an advantage) Burnham Scale 1, with Government Superannuation.
Please apply with full C.V. to the Head Master. (08237) 205624

SURREY

KINGSWOOD HOUSE SCHOOL, 56 West Hill, Epsom, Surrey KT19 8LG
IAPS Day Preparatory School (140 boys 4½ to 13 yrs)
Required for September 1987 Middle School class teacher with some Geography to CEE & PSS level.
The ability to coach football, rugby and cricket and/or an interest in music and drama an advantage.
Accommodation available for single person if required.
Salary: Kingswood House Scale (above Baker) and Government Superannuation Scheme.
Applications accompanied by an up-to-date C.V. and the names and addresses of two referees, should be made in writing to the Headmaster, c/o 4 Park Rise, Leatherhead, Surrey. (09284) 205624

SURREY

THE HAWTHORNS Pendell Court, Bletchingley RH1 4QJ
(I.A.P.S. boys 7-13
Required for September 1987 qualified teacher for 8 year old class. Burnham Scale 1 equivalent.
Superannuation.
Apply to Headmaster with C.V. and names of two referees. (09987) 205624

SURREY

Required in September: A qualified and enthusiastic teacher to take Maths and Science up to Common Entrance/Scholarship standard in IAPS Day Preparatory School. Ability to teach any subsidiary subjects will be an advantage, as will the ability to coach games at first team level. The successful candidate will be expected to take a full part in the extra-curricular life of the school. Salary Burnham Scale.
Apply with all relevant particulars and the names of two referees to The Headmaster, Nower Lodge School, Coldharbour Lane, Dorking, Surrey RH4 3BT. (00158) 205624

SURREY

HASLEMERE PREPARATORY SCHOOL
The Heights, Hill Road, Haslemere, Surrey GU26 2JP
(IAPS Day, 240 boys 5-13)
Required for September 1987 - two qualified enthusiastic teachers:
1. P.E. and GAMES.
2. Mainly GEOGRAPHY to C.S.E. and P.S.E. Level and ability to assist with games.
Salary as Baker plus London Pringe Allowance. Government superannuation. Single accommodation available if required.
Applications in writing with full c.v. and names, addresses, and telephone numbers of two referees to the Head. (09816) 205624

WEST MIDLANDS

THE BLUE COAT SCHOOL Edgbaston, Birmingham B17 0HR
(I.A.P.S. 360 boys and girls (boarding and day)
Required from September 1987, Resident Chaplain and R.E. Teacher to Common Entrance standard, with some English and Games. Salary equivalent to Scale 1 or II, plus pastoral allowance. Small flat available.
Apply to the Headmaster with c.v. and the names and addresses of two referees. Details available on request. (08663) 205624

WEST YORKSHIRE

WAKEFIELD GIRLS' HIGH SCHOOL JUNIOR SCHOOL
Required in September 1987.
1. An experienced Reception teacher for a class of 4-5 year olds. Ability to play the piano essential.
2. Experienced Junior teacher.
Apply Headmistress giving details of qualifications and experience and name of referees, 2 St. John's Square, Wakefield WF1 2QX. (08924) 205624

WILTSHIRE

ST. FRANCIS SCHOOL Pewsey SN9 5AF
Member of staff, non resident, required in June or September to teach general subjects to the age range 8 - 11. There are 160 children on the roll with an equal division of boys and girls. Ability to coach boys' games of Football and Cricket is a definite requirement. Good prospects.
Application in writing with C.V. and references to the Headmaster. (06960) 205624

WOLVERHAMPTON

A fully qualified teacher is required for September, 1987 at this girls (day) Preparatory School on the outskirts of Wolverhampton. A high standard of teaching will be expected. The minimum acceptable qualification in Mathematics and English will be good 'O' level results. Ability to specialise in the 7-11 age range in music and/or science is necessary. Competence in handling computers is also essential. Payment in accordance with Government scale.
Apply in own handwriting including C.V. names and addresses of two referees, copies of testimonials if any, and other relevant information to Miss G.M. Harvey, Newbridge Preparatory School, 31 Newbridge Crescent, Wolverhampton WV6 0LA. Closing date 30th April 30th. (09780) 205624

APPOINTMENTS IN SCOTLAND

TVEI Regional Adviser

Posts in the Manpower Services Commission

The Education Directorate of the MSC wishes to make a number of additional appointments to its Project Advisory Team. Posts will be regionally based.

There are vacancies in the East and West Midlands, London, South East and South West regions in England, and in Scotland and Wales.

Responsibilities will include:

★ Advising LEA personnel, Groups of Heads and Specialist Staff on the aims and criteria of TVEI; and on the different strategies emerging for management of curriculum change and appropriate in-service training;
★ Monitoring activities in Schools and Colleges on the implementation of proposals, and reporting the Unit progress against contracts;
★ Mounting regular meetings and work shops of LEA personnel within the Advisers patch to disseminate effective practice and develop particular aspects of curriculum change;
★ Attending meetings with other Advisers and commenting on operational policy.

Advisers will be working closely with LEA project personnel and Schools and Colleges as well as the Directorate; and considerable travelling and nights away from home are therefore involved.

Candidates for this demanding post should be qualified Teachers/Lecturers with a strong commitment to curriculum development and a wide experience in education including experience at a senior level (Head/Principal in School or FE, Adviser with LEA or post of equivalent responsibility). Leadership qualities and effective interpersonal skills are important for this post.

Appointments will normally be on a two year secondment basis with options for extension up to a total period of five years, although period appointments or consultancy arrangements may be possible. MSC invites applications from interested practitioners and from employers wishing to nominate a secondee.

Further details and application form (to be returned by 27th April 1987) can be obtained from:— MSC, CSP8, Room N207, Moorfoot, Sheffield S1 4PQ, or alternatively telephone 0742 704626.

The Manpower Services Commission is an equal opportunity employer and is firmly committed to equal opportunity policies. Applications are welcome from all suitably qualified individuals irrespective of sex, racial origin or disability.

MSC Manpower Services Commission

Senior Field Officer (Scotland)

£22 – £25,000

The Open College is an exciting new initiative in the world of adult learning. Its challenging brief is to promote a large scale increase in open learning opportunities – with the aim of increasing the vocational competence within the UK. The College will work closely with television, radio, further education and industry.

Reporting to the Director of Student Services, David Grugeon, the Senior Field Officer will play a key role in embedding The Open College in the UK and in Scotland in particular. You will play a major part in advising The Open College on the Scottish dimension of its courses and the appropriate nature of accreditation for students of The Open College in Scotland.

Your responsibilities will include:

★ setting up an office in Scotland
★ contracting local and regional agencies to provide student services
★ promoting and piloting Open College courses to education, industry, commerce and the professions
★ evaluating the experience of Open College courses and services
★ seeking advice on future courses and provisions

Professionally qualified you will have substantial experience in adult/further education, or in industrial training. A background in the provision of open learning is essential. Broadcasting experience would be valuable. Your demanding role will require energy and commitment to ensure you succeed. The ability to communicate effectively with senior people in both the private and public sectors is essential. The post will involve substantial travel as well as evening and weekend work.

If you can make a firm commitment to open learning (including educational broadcasting) and have the ambition to make The Open College a success please send full personal, salary and career details to Jim Morrison, Management Selection, PER, 75 Sankey Street, Warrington WA1 1SL by 24th April, 1987.

The Open College

PER Management Selection

Colleges of Further Education

Directors, Principals and Vice Principals

WEST GLAMORGAN
COUNTY COUNCIL
EDUCATION DEPARTMENT
AFAN COLLEGE
Appointment of Vice Principal
See under Tertiary. (08698)

Other Appointments

AVON COUNTY

CITY OF BATH COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF ENGINEERING TECHNOLOGY

Required as soon as possible.

LECTURER GRADE I to teach COMPUTER AIDED DRAWING

Salary: £6,324 - £11,863, entry point depending upon qualifications and previous experience.

Further details and an application form (sae please) from the Principal, Avon Street, Bath BA1 1UP. Closing date: 24 April 1987. (08684) 220026

Cheshire Education Committee
North Cheshire College
WARRINGTON

Applications are invited for the post of

DIRECTOR

Grade 7, £25,863 (under review)

which will become vacant on 1 September 1987 on the retirement of the present Director, Mr W E Buckley.

The College is a major provider of higher, further and community education and is accommodated on three sites in the Warrington District.

Further details and application forms (self addressed envelope please) from:

Clerk to the Governors
North Cheshire College
Padgate Campus
Fearnhead
Warrington WA2 0DB

Closing date for applications: Friday, 15 May 1987.

(14377)

APPOINTMENTS IN SCOTLAND continued

THORNTOUN SCHOOL, KILMARNOCK

ENGLISH TEACHER
PART-TIME TEACHER OF PHYSICAL EDUCATION

S T S M Scale

Thorntoun is a residential secondary school for children with social, emotional and behaviour disorders, grant-aided by SED. Full details of the School will be forwarded to applicants.

ENGLISH TEACHER:

Required from 11.8.87 with an interest in remedial education. This is a full time permanent post. The work will involve teaching English to mixed ability pupils in small groups, preparing remedial programmes and developing Standard Grade Courses at General and Foundation level. An ability to work as part of a multi-disciplinary team will be essential.

TEACHER OF PHYSICAL EDUCATION:

This is a part time (half) short term appointment of 1 year whilst the present holder of the post is away on secondment from September 1987.

Barnardo's is a Christian Child Care organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcomed from persons irrespective of disability, marital status, sex or race. Transferable Pension.

Applications to Mr Hugh R. Mackintosh, Senior Assistant Divisional Director, Dr Barnardo's 235 Corstorphine Road, Edinburgh EH12 7AR. Tel: 031 334 9893.

Enquiries to: The Principal, Thorntoun School. Tel: 0563 27227.

Closing date: 24th April 1987.

(17118)

Barnardo's

NCA BRACKENHURST
NOTTINGHAMSHIRE COLLEGE OF AGRICULTURE
Brackenhurst, Southwell, Notts. NG25 0QF

HEAD OF FOOD AND TECHNOLOGY

Lecturer II 2-6 £13,152-£14,820 p.a. (pay award pending)

Applicants should be suitably qualified and experienced.

Further details and application forms are available from and returnable to the Principal at the College at the above address. Tel. Southwell 812252.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

CRAIGIE COLLEGE OF EDUCATION

APPOINTMENT OF PRINCIPAL

The Board of Governors invites applications from appropriately qualified candidates for the post of Principal which will become vacant on 5th October, 1987, by the retiral of the present holder, Peter C. McNaught, MA, MLitt, FRSA.

Craigie College provides teacher training facilities for the Ayrshire Division of Strathclyde Region and the Dumfries & Galloway Region. It offers the Bachelor of Education Degree of the University of Strathclyde at Pre- and In-Service level, together with the Post-Graduate Certificate in Primary Education and other professional courses.

Further information and application forms, which should be completed and returned by 30th April, 1987, may be obtained by writing to Mr. J.I. Wallace, MA, Chairman of the Board of Governors, Craigie College of Education, Ayr KA8 0SR.

Oxfordshire County Council

An Equal Opportunities Employer

THE HENLEY COLLEGE

This new tertiary College, the first in Oxfordshire, opens in September 1987. The following posts, to start in September, offer an attractive opportunity to help create a new College.

LECTURER I
posts in the following areas:

PHYSICS

To teach Physics at A/AS and GCSE levels and to contribute to BTEC Science and Electronics courses. The ability to offer Mathematics is desirable.

SPORT AND HEALTH RELATED FITNESS

To join a well established team working with students across a full range of sport and health-related activities. The ability to offer soccer, cricket and basketball would be an advantage.

BUSINESS STUDIES/ SECRETARIAL AND OFFICE SYSTEMS (three posts)

To contribute to courses across the business and secretarial study fields. Candidates should be able to offer two or more from the following:
Distribution Studies; Organisation in its Environment; Sales Function and Selling Methods; Travel and Tourism; Keyboarding/Typewriting Skills; Teeline Shorthand; Word Processing; Office Practice; BTEC First Core Studies.
Ability to offer Finance and Accounting would be an advantage.

SPECIAL NEEDS

To act as Course Tutor to the College's Preparation for Employment course. Experience in teaching students with moderate learning difficulties, physical handicap and emotional problems is essential.

INFORMATION TECHNOLOGY

To join an enthusiastic team responsible for the delivery and development of IT across a wide range of courses including YTS, BTEC, GCSE/A/AS level. Knowledge of management information systems required. Network experience an advantage.

ENGLISH/COMMUNICATION SKILLS

To teach English/Communication Skills across a wide range of courses.

MATHEMATICS/NUMERACY

To join an established Mathematics/Numeracy team to teach Mathematics at A level and to contribute to other courses including GCSE (Mature).
Salary: Lecturer I: £6,843 - £11,865

For all appointments, graduate and/or professional qualifications, previous experience of students at 16+, together with an ability to offer a second teaching subject, is desirable. New entrants to the profession are encouraged to apply. Please note that salaries are currently under review.

Please write for further details (enclosing a large SAE please) to Mr. G D J Phillips Principal-designate, c/o South Oxfordshire Technical College, Deanfield Avenue, Henley-on-Thames, Oxon RG9 1UH (telephone 0491 573501).

Applications should be received by Wednesday 29 April 1987.

(14350)

BURY METROPOLITAN COLLEGE (TERTIARY)
Market St., Bury BL9 0BG.

Applications are invited for the following 2 posts at this new tertiary college which combines two Sixth Form Colleges with a College of Further Education.

LECTURER

Grade 2 – Performance Music/Dance
£8,595 – £13,656 (Salary scale under review)

Applicants should have qualifications in either music or dance and a commitment to integrated arts in the post-16 curriculum. An interest in electronic music might also be an advantage.
The post is tenable from 1st September 1987.

LECTURER

Grade 2 – Business Studies
£8,595 – £13,656 (Salary scale under review)

The successful applicant will be required to lead a small team of those teaching book-keeping, accounts and finance (BTEC) to secretarial, business studies, GCE 'A' and 'O' level and Stage 1 professional level students, and to develop learning methodologies which, among other developments take account of the wider range of learning modes.
The post is tenable from 1st September 1987.
Forms of application for the above 2 posts are obtainable from and returnable to the Principal Designate,
Tertiary Administration Unit, Athenaeum House,
Market St., Bury BL9 0BM (Telephone 061 705 5641)
by 24th April 1987.

AN EQUAL OPPORTUNITY EMPLOYER

BURY METROPOLITAN BOROUGH

Advertisers please note copy deadlines for Easter and May Bank Holiday issues

Issue of April 24th
copy deadline
Thursday 16th April 5pm

Issue of May 8th
copy deadline
Friday May 1st 5pm

COLLEGES OF FURTHER EDUCATION
continued

AVON COUNTY
EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
DEPARTMENT OF SCIENCE AND MATHEMATICS
Applications invited for the following post, duties to commence 1 September 1987:-
LECTURER GRADE II IN PHARMACEUTICAL SCIENCES
The successful candidate will have overall responsibility for the BTEC National Certificate in Pharmaceutical Sciences course run on a block release basis for the South Weston Regional Health Authority. A contribution to the teaching of Biology and/or science service work to other college departments will also be required.
Applicants must be pharmacists, preferably with a background in both hospital and community pharmacy, and with teaching experience.
Further details and application forms (to be returned by 1 May 1987) from Personnel Officer, Brunel Technical College, Ashley Down, Bristol BS7 9HU, quoting Reference 87/14.
Avon C.C. is an equal opportunities employer.
(08945) 220026

AVON COUNTY
EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol
DEPARTMENT OF SOCIAL STUDIES
SENIOR LECTURER - YT4 CO-ORDINATOR
Applications are invited for this post, tenable from 1 September 1987, from persons with appropriate qualifications and experience.
A person of energy and commitment is sought who will further develop the work of the large and successful YTS section.
Further particulars and application form are available from the Principal to whom completed applications should be returned by 24 April 1987. Please send SAE and quote post reference SS 87/5.
Avon is an Equal Opportunities Employer (09912) 220026

AVON COUNTY
EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
DEPARTMENT OF GENERAL STUDIES
Applications are invited from suitably qualified persons for the post of:
LECTURER I IN MATHEMATICS & STATISTICS
The person appointed will have the opportunity to teach across a wide range of courses from the ACES Basic Test in Numeracy to A level; to be involved in the generation of learning resources; to take part in curriculum development in this area and to tutor students.
Duties to commence 1st September, 1987.
Salary £6,343 - £11,365 (under review).
Further details and application forms, returnable by Friday, 24th April, are available from the Chief Administrative Officer at the above address. Please enclose S.A.E.
Avon is an equal opportunities employer.
(08701) 220026

AVON COUNTY
EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
DEPARTMENT OF ARTS DESIGN
Lecturer I required for 1 September 1987 to teach Design in 2 and 3 dimensions; History and Appreciation of Art and Design to Foundation and A level students. Qualified graduate preferred.
Application form and details (send SAE) from The Principal (please quote reference no. ARTS 87/1). Completed forms to be returned by 30 April 1987.
Avon is an Equal Opportunities Employer. (0991 1) 220026

AVON
COUNTY OF AVON
EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
Department of Craft PRINTMAKING/FINE ARTS
Lecturer I required for September 1987 to teach printmaking; Fine Art: History and Appreciation of Art and Design to Foundation and A level students. Qualified graduate preferred.
Application form and details (send SAE) from the Principal (Please quote reference no. 87/1) Completed forms to be returned by 29th April 1987.
Avon is an Equal Opportunities Employer. (09913) 220026

BERKSHIRE
BRACKNELL COLLEGE
DEPARTMENT OF BUSINESS, CATERING AND GENERAL STUDIES
Required by 1 September 1987
LECTURER I/ LECTURER II in BUSINESS STUDIES. Applications are invited from graduate or professionally qualified persons who are able to teach on a range of Business Studies subjects to 'A' level/BTEC National standard.
LECTURER I in ENGLISH and COMMUNICATION. Applications are invited from graduates or professionally qualified persons.
DEPARTMENT OF ENGINEERING & SCIENCE
Required by 1 September 1987
LECTURER II in MICROPROCESSORS, COMPUTER APPLICATIONS and ALLIED SUBJECTS for National Certificate, Craft and short courses.
LECTURER II in ELECTRONICS and ALLIED SUBJECTS for National Certificate, Craft and short courses. Ability to offer Computer Systems would be an advantage.
LECTURER II IN MECHANICAL ENGINEERING including CAD and CNC for National Certificate, Craft and short courses.
Salary in accordance with Burnham Further Education Scale plus London Fringe Allowance.
Assistance with housing and removal expenses may be given.
Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement, from the Principal, Bracknell College, Church Road, Bracknell, Berks. RG12 1DJ. Tel: 0344 420411.
An equal opportunity employer. (08688) 220026

BERKSHIRE
BRACKNELL COLLEGE
DEPARTMENT OF ADULT STUDIES
DEPUTY HEAD OF DEPARTMENT (PRINCIPAL LECTURER)
Please see advertisement under Adult Education. (09646) 220026

BURTON UPON TRENT
BURTON UPON TRENT TECHNICAL COLLEGE
Applications are invited for the following posts:-
LECTURER GRADE I IN 3 DIMENSIONAL DESIGN/CERAMICS
£6,843 - £11,865 progressing to £13,656.
LECTURER GRADE II IN APPLIED SCIENCE
LECTURER GRADE II IN MATHEMATICS/STATISTICS
£8,595 - £13,656
Application forms and further particulars are available from the Vice-Principal's Secretary, Burton upon Trent Technical College, Lichfield Street, Burton upon Trent, Staffs. DE14 3RL. Tel: Burton upon Trent 45401, Ext. 303.
Closing date for applications: 1st May, 1987.
Canvassing will disqualify.
Trade Union membership encouraged.
An Equal Opportunity Employer.
Staffordshire County Council. (09748) 220026

CHESHIRE
SOUTH CHESHIRE COLLEGE
Applications are invited for the following posts:
LI CARPENTRY & JOINERY
LI MECHANICAL SERVICES (PLUMBING)
LI MECHANICAL ENGINEERING
Further particulars and application form may be obtained from The College, Dane Bank Avenue, Crewe CW2 8AB Tel: 0270 69133. (09787) 220026

EAST SUSSEX
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required as soon as possible
LECTURER GRADE I IN ELECTRICAL INSTALLATION.
Salary Scale £6,843 - £11,865 + £309 L.W.
Application form and further details available from the Principal on receipt of s.a.e. Completed forms to be received within two weeks from date of this advertisement. (09578) 220026

COVENTRY
HENLEY COLLEGE OF FURTHER EDUCATION
LECTURER I - TRAVEL AND TOURISM
Required as soon as possible an enthusiastic person to contribute to this rapidly developing area of the College's work.
Candidates should be qualified to teach Travel Agency Operations. The ability to teach British Airways I and II, Structure of Tourism and Travel Geography would be an advantage.
Qualifications and recent experience in the retail travel trade are essential; experience in the area of tour operations and/or tourist boards would be an advantage.
Salary in the range of £6,843 - £11,865 with progression to £13,656.
For application forms and job details please contact: Principal, Henley College, Henley Road, Cox Green, Coventry CV4 1ED. Tel: Coventry (0203) 411021.
Closing date: 24 April 1987.
We welcome applications from men and women regardless of disability, race or marital status.
(09000) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exelby, M.A., C.Phys., M.Inst.P., F.R.S.A.
Required for 1st September, 1987.
DEPARTMENT OF ENGINEERING
LECTURER GRADE II, ELECTRONIC ENGINEERING - to teach a wide variety of courses including BTEC Higher National Programmes. The person appointed will be well qualified, have a multi-skills approach to engineering and have good experience in micro-electronics/control.
Salary Scale: £8,595 - £13,656.
Application form and further particulars (returnable by 24th April, 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington DL3 7BB on receipt of a stamped addressed foolscap envelope. (08724) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exelby, M.A., C.Phys., M.Inst.P., F.R.S.A.
Required for 1st September, 1987.
DEPARTMENT OF ENGINEERING
LECTURER GRADE II, ELECTRONIC ENGINEERING - to teach a wide variety of courses including BTEC Higher National Programmes. The person appointed will be well qualified, have a multi-skills approach to engineering and have good experience in CAD.
Salary Scale: £8,595 - £13,656.
Application form and further particulars (returnable by 24th April, 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington DL3 7BB on receipt of a stamped addressed foolscap envelope. (08725) 220026

EAST SUSSEX
LEWES TECHNICAL COLLEGE
LECTURER I IN SPECIAL NEEDS
Temporary one year appointment in the first instance to teach numeracy, literacy, social and basic job related skills and visit students on work placements. Car owner essential. Appropriate qualifications and experience necessary. Possible permanent appointment later.
Further details and application form from The Principal, Lewes Technical College, Mountfield Road, Lewes. Tel: (0273) 476181.
Closing date for applications: April 27th. (08573) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER
Education Committee

Trowbridge Technical College

Required from 1st September, 1987:
HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION — GRADE IV

This vacancy arises because of the promotion of one Head of Department, the retirement of the other, and the merging of the two Departments of Engineering and Construction. Applications are sought from suitably qualified persons to lead this new Department, in which there is potential for further development.

Salary: £16,704 - £18,714

LECTURER I in PSYCHOLOGY

Specialist input is needed for 'O' ('A'), GCSE, and other Psychology modules on a range of courses. Ability to assist with 'A' Level Psychology if required, and to offer another academic discipline and/or communications teaching would be an advantage.

LECTURER I in MATHEMATICS/GENERAL SCIENCE/TECHNOLOGY

To teach primarily 'O' Level, GCSE and BTEC Levels I and II Mathematics, and Basic Arithmetic. It will also be necessary to teach other topics such as basic science and technology (particularly polymers), where appropriate to the applicant.

LECTURER II in POLYMER TECHNOLOGY (PLASTICS SPECIALISATION)

To teach plastics materials and processing topics and polymer science primarily on BTEC National Certificate, Higher National Certificate and Grad PRI courses. High level qualifications and recent experience in the plastics industry would be an advantage.

Salary: LECTURER I:- £6,843 - £13,656
LECTURER II:- £8,595 - £13,656

Application forms and further details available from the Principal's Secretary Trowbridge Technical College, College Road, Trowbridge, Wiltshire, BA14 0ES. Telephone: Trowbridge (02214) 68241.

Chippenham Technical College
Cocklebury Road, Chippenham
Wilts, SN15 3QD.

DEPARTMENT OF ADULT & COMMUNITY SERVICES

Required for September 1987

LECTURER I in CARING SKILLS with recent experience and qualifications in care of children, the elderly and/or those with special needs.

Salary: £6,843 - £13,656

Application forms and further details available from the Clerk to the Governors at the College (SAE please).

Closing date: 1st May 1987

An Equal Opportunity Employer
(14397)

ACTON TECHNICAL COLLEGE
Head of Department (III/IV)
Business and Computing

An enthusiastic and experienced person with a business studies or computing background is required to help develop the work of this newly formed department. Administrative experience is essential, as is a commitment to team work and a willingness to serve the local community.

Head of Department (III/IV)
Community and Service Industry Studies

This newly formed department contains two distinct sections; one dealing with health, social and community studies — the other with catering accommodation studies, cleaning science and other science studies (excluding GCE). The Head will look after one section and have a deputy to supervise the other. Applications from candidates with theoretical and practical backgrounds in any of these areas outlined would be welcomed. We are also looking for administrative experience, community orientation and an ability to work in teams.

Deputy Head of Department (SL)
General Certificate

We are looking for a person to lead our developing GCSE programme. Experience of FE teaching and tutoring as well as evidence of preparation for the introduction of the GCSE are essentials for the successful candidate. We also value enthusiasm, creativeness and commitment to providing educational opportunities equally for all.

Lecturer II
in Electronics

We require a suitably qualified member of staff to teach robotics and microelectronic systems and applications up to BTEC Higher National Certificate level. A willingness to undertake administrative duties as agreed and to support the college's policy of greater community involvement is essential.

Apply for further details (before 16.4.87) and application form to: Mr. D.G. Straughan, Chief Administration Officer, Acton Technical College, Mill Hill Road, Acton, London W3 8UX. Telephone: 01-993 2344. Completed application forms to be returned by 27.4.87.
(14331)

SWINDON COLLEGE
SC
Progress through Learning
WILTSHIRE COLLEGES

SWINDON COLLEGE
DEPARTMENT OF SCIENCE AND HUMANITIES

Required for September 1987

1 LECTURER I — MATHEMATICS
A competent person to teach Mathematics to GCE/GCSE classes and to a wide range of BTEC and City & Guilds courses.

2 LECTURER I — COMPUTING
A versatile person to teach on a range of courses including YTS/RSA; GCSE; BTEC and GCE 'A' level Computer Science.

DEPARTMENT OF HOME ECONOMICS, FASHION AND COMMUNITY CARE (GRADE IV)

Required for September 1987

1 SENIOR LECTURER — DEPUTY HEAD OF DEPARTMENT
A hard working, enthusiastic innovator required to assist the Head of Department with the organisation, administration and management of this creative and expanding department.

Applicants should be qualified teachers with appropriate industrial experience, previous successful section responsibility and able to offer either human growth and development/social care, or recreation and leisure management studies as the main teaching area.

2 LECTURER I — HOME ECONOMICS
A qualified teacher with industrial experience is required to join a large team of home economists and community care specialists, to teach cookery, nutrition, home management and child development, on a wide range of courses including YTS. The successful candidate will also be required to be a course tutor.

DEPARTMENT OF ADULT STUDIES

Required for September 1987

1 LECTURER I — ENGLISH AND SOCIAL SKILLS
A qualified teacher to contribute mainly to courses for the adult unemployed (Restart, Adult Preparation and ESL). The teaching commitment will involve communication and basic skills and job seeking skills.

Further details and application forms are obtainable (on receipt of sae please) from Clive Brain, Principal, Swindon College, Regent Circus, Swindon SN1 1PT returnable within 14 days of the date of advertisement.

Equal Opportunities Employer
(14398)

WATFORD COLLEGE

Faculty of Technology

Lecturers required for September 1987:

Lecturer Grade II
in Mathematics

Temporary one-year, full-time appointment, to teach Mathematics on a new engineering conversion course to students of A level standard but in non-science subjects, to prepare them for entry to engineering degree courses. Ability to tutor mature and non-technology students in mathematical methods is essential.

Lecturer Grade II
in Computing Engineering

to teach elements of Computer Engineering and Software Engineering on courses up to BTEC Higher National Certificate level and to assist in the development of new computer systems.

Lecturer Grade II
in Motor Vehicle Work

to teach technological and supervisory subjects on a range of courses up to and including the level of City & Guilds Motor Vehicle Technicians 390 Part III. The ability to offer expertise in the application of automotive electrics and electronics would be an advantage.

Salary in accordance with Burnham F.E. Scale for Lecturers Grade II: £8595 - £13656 p.a., plus £282 p.a. Fring Allowance.

Computer Services Unit

Required for September 1987:

Senior Lecturer
in Computer Studies

to join a small team providing a support service to the College. The postholder will be working with students on Higher National courses in Business Studies and Software Engineering and therefore candidates should have a relevant degree or professional qualification and recent commercial experience. The College offers a wide range of courses which allow the appointed person to develop interests in a variety of application areas.

Salary in accordance with Burnham F.E. Scale for Senior Lecturers: £12615 - £14820 [Bar] - £15873 p.a. plus £282 p.a. Fringe allowance.

Further details and application forms for all posts available from The Principal, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel. Watford 57531).

(14328)

ilea *Working in Education*

Application forms and further details of these posts are available from the contact indicated. Note: In the absence of a telephone number enquiries can only be received in writing.
Closing date for all posts is 24th April 1987, unless otherwise stated.
All full-time posts are suitable for job share unless indicated otherwise.

Lecturers

SALARY SCALES are in accordance with Burnham (F.E.) award effective from 1st April 1986 and include an inner London allowance.
Lecturer 1 on an incremental scale £7,353-£12,975 with a starting point depending on qualifications, training and experience. Then to £13,173-£14,766.
JOB SHARING. All posts grade Lecturer 1 to Principal Lecturer are suitable for job share. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for: Colleges by Karen Newbury, PS/FR/EIEO OPPS, Room 436, The County Hall, London SE1 7PB.

WOOLWICH COLLEGE
Vilas Road, Plumstead, London SE18 7PN. Tel. 01-855 1216.

Lecturer I in Physics
Lecturer I in Mathematics

Required for September 1987. Candidates should be able to teach at all levels up to and including GCE 'A' Level.
Application forms and further details are available on application to the Senior Administrative Officer at the College.

Vice Principals

WOOLWICH COLLEGE
Vilas Road, Plumstead, London SE18 7PN.
Tel: 01-855 1216

Vice Principal

Applications are invited from educationalists experienced in Further Education for the post of Vice-Principal. Candidates must be graduates, or professionally qualified, with good further education experience at a senior level.
Salary Group 6(M) Vice-Principal.
Contact: Senior Administrative Officer at the College.

Youth Workers

LANCASTER YOUTH CLUB, W11

Outreach Youth Worker

Applications are sought from people with commitment to a group work style and approach in working with young people
Salary JNC 3L. £10,164-£11,232. Trainee (unqualified) £7,941 -£8,958 inc
Assistance is available towards household removal expenses. Job share applications must be made on a paired basis.
Details and forms returnable by 24th April 1987 from Kensington and Chelsea Youth Office, King House, 11 Westbourne Grove, London W2 4UQ. Tel: 01-727 1552.
Informal discussion contact John Allcock on 01-727 1800 or Karl Carter at the Youth Office.

Inner London Education Authority
ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

WEST CHESHIRE COLLEGE
Eaton Road, Handbridge,
Chester, CH4 7ER.
Telephone Chester 677677

REQUIRED FOR SEPTEMBER:

Lecturer II Computer Technology

To co-ordinate the work of the Section in the area of Computer Technology. Appropriate qualifications are required.

Lecturer II Secretarial Studies

To teach and co-ordinate YTS and other short Secretarial courses.

Lecturer II Chemistry

Responsible for the teaching of Chemistry throughout the College. Applicants should be graduates with relevant industrial and teaching experience.

Lecturer II English

To teach English across the College and to be responsible for the organisation of GCSE English. Applicants should be graduates with relevant teaching experience.

Lecturer II Service Engineering (Foundation Section)

To act as Course Tutor for CPVE Technical Services Category and BTEC First Award in Engineering. The person appointed may also be involved in teaching YTS and Adult Work Preparation Courses. Applicants should be familiar with the appropriate teaching methods, should have appropriate qualifications and be teacher trained.

Lecturer II Hairdressing and Foundation Science

To be responsible for co-ordinating, developing and teaching Hairdressing and Foundation Science. Applicants should have appropriate qualifications and teaching experience.

Lecturer I General and Communication Studies

To teach mainly to BTEC and Craft level students. An ability to teach English to GCSE level would be an advantage.

Lecturer I Special Needs

The successful applicant will be expected to teach on a variety of courses and to undertake course tutor responsibility for ITW students and have the necessary assessment and counselling skills.

Application forms and further details can be obtained from the Principal on receipt of a stamped, self-addressed envelope. Closing date — 24 April 1987.

(03286)

CYNGOR SIR DYFED COUNTY COUNCIL

CEREDIGION COLLEGE OF FURTHER EDUCATION
Llanbadarn Campus, Aberystwyth, SY23 3BP
Tel: (0970) 4511

Applications are invited for the posts of:-

a) HEAD OF DEPARTMENT (GRADE II) - SCIENCE AND AGRICULTURE
The successful applicant will be responsible for the running of both the Science (Aberystwyth Campus) and Agriculture Sections of the department, and for the day to day running of the Felinfach campus of the College.

b) LECTURER GRADE II - BUSINESS STUDIES
to assist primarily with the development and teaching of BTEC National Course in the department, in support of the Dyfed TVEI Project. The successful candidate will have a thorough knowledge of recent curricular developments in the post mandatory sector of education. (Cardigan Campus).

c) LECTURER GRADE II - INFORMATION TECHNOLOGY AND COMPUTING
to assist with the development of college courses, and to act as co-ordinator for the BTEC National Diploma Computer Studies course. He/she will be expected to advise on the purchase of hardware and software throughout the College (Aberystwyth Campus).

d) LECTURER GRADE I - FARM MACHINERY AND AGRICULTURE
The appointee will have a good knowledge of farm machinery operation, and to offer support in teaching of Agriculture Engineering and other related subjects to day release students studying Agriculture Phases 1 and 2 (Felinfach Campus).

e) LECTURER GRADE I - GENERAL CATERING SUBJECTS
The successful applicant will be required to teach primarily food preparation to Craft Catering students, but may also be required to assist with the teaching of related subjects at both Craft and BTEC National Diploma levels.

f) LECTURER GRADE I - MECHANICAL ENGINEERING
to assist with the teaching of Mech. Eng. subjects on BTEC First Diploma and National Certificate courses in the Department of Technology. It would be an advantage if applicants were able to offer Electrical or Electronic subjects at the lower levels. (Cardigan Campus). For all posts, applicants should be appropriately qualified and should possess relevant industrial and/or teaching experience. Fluency in Welsh would be a great advantage.

Appointees will be paid in accordance with Burnham Salary Scales currently:

Head of Department Grade II	- £14,136 – £15,933
Lecturer Grade II	- £8,595 – £13,656
Lecturer Grade I	- £6,843 – £11,865

and be subject to conditions of service as locally negotiated and agreed. Further particulars and application forms may be obtained from the Principal of the College. Completed application forms should be returned so as to reach the College not later than 24th April, 1987.
(03294)

Cheshire Education Committee
North Cheshire College
Director: William E. Buckley

Available from September 1987:

PRINCIPAL LECTURER IN BUSINESS AND MANAGEMENT STUDIES (to assist on development of new joint honours degree in Media and Leisure Management)

SENIOR LCTURER IN BUSINESS STUDIES (with responsibility for departmental timetabling and part-time staffing)

SENIOR LECTURER IN BUSINESS STUDIES (with responsibility for resources and Assistant Co-ordinator for BTEC HNC)

LECTURER II/SENIOR LECTURER IN MEDIA PRODUCTION to specialise in Video and/or sound Production Skills and Technical Theory to honours degree level)

LECTURER II IN ELECTRICAL AND ELECTRONIC ENGINEERING PRINCIPLES

LECTURER II IN MICROELECTRONICS AND COMPUTER PROGRAMMING

LECTURER I IN HAIRDRESSING/BEAUTY SERVICES (to teach practical and theoretical subjects such as Hairdressing, Cosmetic Make-up and Manicure)

LECTURER I IN HEALTH STUDIES (to teach Health Studies and related subjects on a range of Caring courses)

LECTURER I IN MECHANICAL ENGINEERING SCIENCE

LECTURER I IN ENGLISH (to teach GCSE, GCE 'A' level and CPVE courses)

ASSOCIATE LECTURER IN SOCIOLOGY (to teach GCSE, GCE 'A' level and CPVE courses)

ASSOCIATE LECTURER IN BIOLOGY/HUMAN BIOLOGY (to teach GCSE, GCE 'A' level, CPVE and BTEC Science courses)

Application forms/further details available from: (Self addressed envelope please)
Personnel Administrative Officer
North Cheshire College
Padgate Campus
Fearnhead
Warrington
CHESHIRE WA2 0DB.

Closing date: Thursday 30 April 1987.
(11787)

Kent County Council — Education Committee

Mid-Kent College of Higher and Further Education

KENT ACCREDITED TRAINING CENTRE

The Post of YTS Staff Training Tutor (Lecturer Grade I)

Applications are invited for the above post on a fixed term contract, from 5 May 1987 until 31 March 1988 initially. The Centre is funded through the Manpower Services Commission and provides a training service for YTS staff throughout Kent.

The Centre operates twelve months of the year, the appointment will, therefore, be made on an extended college year basis.

Applicants should hold a teaching qualification, and have relevant YTS and adult training experience.

Salary Scale: £6,843 - £11,865

Further details and an application form available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent, ME5 9UQ, telephone Medway 44470 ext 240, to whom completed applications should be returned by Friday, 24 April 1987.

(17102)

LOUGHTON COLLEGE OF FURTHER EDUCATION
Borders Lane, Loughton, Essex IG10 3SA
Tel: 01-508 8311
Applications are invited for the following full-time posts to take effect from September 1987.

ART & DESIGN DEPARTMENT
Lecturer 1 in GRAPHIC DESIGN to teach Graphic Design and related subjects to full-time students on BTEC National and Foundation Studies courses.
Lecturer 1 in FASHION and TEXTILE DESIGN to teach Fashion and Textile Design and related subjects to full-time students on BTEC National and Foundation Studies courses.

BUSINESS STUDIES DEPARTMENT
Lecturer 1 in BUSINESS and SECRETARIAL STUDIES. The successful candidate will be expected to act as Co-ordinator to the CPVE school link courses operating in the department, and to have a substantial teaching commitment on this and BTEC First Award courses. An ability to offer typewriting, audio typewriting, and word processing will be an advantage.
Lecturer 1 in ACCOUNTS. The successful candidate will be expected to teach Accounts to a range of courses, including GCSE and GCE 'A' level, BTEC First and National, and Institute of Bankers courses, and be able to offer at least one other Business Studies subject.

HUMANITIES, SOCIAL AND GENERAL STUDIES DEPARTMENT
Lecturer 1 in SPECIAL NEEDS to act as Tutor to a two year MSC sponsored course for young people with moderate learning difficulties, and to teach Social and Life Skills to a range of students with special educational needs.

TECHNOLOGY, ENGINEERING & SCIENCE DEPARTMENT
Lecturer 1 in MOTOR VEHICLE to teach Motor Vehicle Craft and related subjects to full-time, part-time, and evening students, the ability to offer Welding — Mechanical Engineering would be an advantage.
Candidates for all of the above posts should be appropriately qualified and have a teaching qualification and/or teaching experience. Suitable commercial, industrial or other relevant experience is desirable.
Salary Scale: Lecturer Grade 1 £6,843 - £13,656 p.a. Plus £282 p.a. Inner Fringe Area Allowance.
Applications are also invited for part-time posts in: Accounts, Art & Design History, Biology (day), Chemistry (day), Graphic Design, Home Economics, Maths (day), Photography, Print-Making, and Secretarial Skills.
Application forms and further details for all of the above posts are available from The Principal to whom they should be returned by 1st May.

COLLEGES OF FURTHER EDUCATION
continued

ESSEX
COUNTY COUNCIL SOUTHEND COLLEGE OF TECHNOLOGY
Carnarvon Road, Southend-on-Sea SS2 6LS
Tel: 0702 353931
Applications are invited to fill the following vacancies with effect from 1st September 1987:
1. SENIOR LECTURER - BUSINESS ADMINISTRATION (Management and Business Studies Department)
To join the management team of the Department and in particular, to be directly responsible for the development/oversight of secretarial and administrative support service courses - including business applications of I.T.
2. LECTURER II IN ELECTRICAL AND ELECTRICAL INSTALLATIONS (Engineering Department)
To teach electrical and electrical installations engineering subjects to BTEC HNC and GCLI Part III level and to share responsibility for course management and curriculum development in this field. An interest in computers and applications of computers to engineering systems will be an advantage.
3. LECTURER II IN ELECTRICAL ENGINEERING (Engineering Department)
To teach electrical engineering and related subjects (e.g. installations) towards BTEC and CGLI students, and to assist in course and curriculum development in this field. An interest in computer applications and the development of integrated projects work will be an advantage.
4. LECTURER II IN MATHEMATICS (Mathematics Unit)
To contribute to the general work of this cross-college unit (eight full-time staff led by a Senior Lecturer) but, in addition, to have responsibility for:
EITHER the co-ordination of mathematics teaching to Construction and Engineering technician students.
OR the development and co-ordination of numeracy teaching.
5. LECTURER I IN ACCOUNTS (Department of Management and Business Studies)
To teach the subject to I.C.B. Stage 2 and the financial aspects of BTEC courses, and to contribute to teaching on short course programmes.
6. LECTURER I IN FOOD SERVICE/FOOD PREPARATION (Department of Catering and Community Services)
To teach food service, and preferably be able to contribute to food preparation teaching on BTEC Diploma and CGLI courses.
Salary Scales: Senior Lecturer £15,681 - £14,820 (bar) (under review) Lecturer II £8,595 - £13,656 Lecturer I £6,843 - £11,865
For all six posts, applicants should be appropriately qualified and experienced.
Further particulars/application forms from the College Administrative Officer (Staffing) - Ext. 306, to whom completed forms should be returned by Monday, 27th April, 1987. (09775) 230026

CUMBRIA
CARLISLE TECHNICAL COLLEGE
Victoria Place, Carlisle CA1 1HS
LECTURER I (5 Posts)
Required 01.09.87
£6,843 - £11,865 (extending to £13,656)
Initial salary would depend upon qualifications and experience and would be on the basic scale
L I IN PROFESSIONAL COOKERY
To teach practical and theoretical aspects of Food Preparation and Production to students following City and Guilds 705, 706-1/2, 711, BTEC Diploma and YTS courses.
Applicants should be qualified to 706-3 level in either Kitchen-Larder or Pastry and have relevant industrial experience.
Previous teaching or staff training experience advantageous.
LI IN COMPUTING
To teach computer programming and applications to a wide range of part-time and full-time courses with particular emphasis on Information Technology, Small Business Systems and Computer Hardware.
Applicants should have good professional qualifications and wide industrial/commercial experience. Possession of a teaching qualification or teaching experience would be an advantage.
LI IN TRAVEL AND TOURISM
To teach on a range of Travel and Tourism courses including BTEC National Diploma and Higher National Diploma, City and Guilds COTAC, and ABTA, YTS.
Applicants must hold a recognised qualification in travel and tourism and have extensive experience of retail travel and tourism.
Possession of a teaching qualification and/or teaching/training experience would be an advantage but not essential.
(Re-advertisement).
LI IN CONSTRUCTION
To teach Technology and Science to a range of full and part-time Construction BTEC Technician courses up to and including HNC. The ability to offer a specialism such as Surveying/Structures/Building Services would be an advantage.
Previous candidates will be considered automatically.
LI IN WELDING
To teach Welding Practice and Theory to a range of courses including EITB training schemes and City and Guilds Craft Certificate up to Part III.
Applicants must have a wide industrial experience, hold LLoyds Certification and be qualified to a minimum of part III City and Guilds Craft Certificate. A teaching qualification and/or experience would be advantageous.
Previous candidates will be considered automatically.
Further details and application forms from The Principal at the College. Closing date 27.04.87. (09589) 230026

EAST SUSSEX
LEWES TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS EDUCATION
Lecturer Grade I in Computer Studies and Information Technology. Suitably qualified applicants, teaching qualification preferred.
Further details and application forms from The Principal, Lewes Technical College, Mountfield Road, Lewes. Tel: (0273) 476191. (09868) 230026

GRAMPIAN
REGIONAL COUNCIL
BANFF & BUCHAN COLLEGE OF FURTHER EDUCATION
Fraserburgh
LECTURER A IN BUSINESS/SECRETARIAL STUDIES
Post carries special responsibility for Accounting. Candidates should hold a Degree or suitable equivalent qualification. Will teach a range of classes up to SHND level.
Salary Scale: £9,840 - £14,463 (or £15,588 depending on categories of work undertaken). (09850) 230026

HERTFORDSHIRE
NORTH HERTS. COLLEGE
LECTURER GRADE I IN MOTOR VEHICLE STUDIES
Salary Scale 1 £6,843 - £11,865
Required to commence 1st September 1987.
Applicants should be experienced in Motor Vehicle Work.
Further details and application form available from the Principal's Secretary, North Herts College, Cambridge Road, Hitchin, Herts. SG4 0JD (S.A.E. please) to which completed applications forms should be returned. (09878) 230026

GRAMPIAN
ABERDEEN TECHNICAL COLLEGE
LECTURER B IN BEAUTY THERAPY
Applicants must be suitably qualified and experienced. Will assist the Head of Department in organisation of courses leading to awards in Beauty Therapy and Electrical Epilation. Teaching experience an advantage.
Salary Scale: £9,093 - £13,398.
Application forms and further details from Director of Education, FE and Admin. Staffing, Woodhill House, Aberdeen AB9 2LU with whom applications (2 copies) should be lodged by April 27. (08549) 230026

HAMPSHIRE
CRICKLADE COLLEGE
Andover
LECTURER I IN COMPUTING
Required from September to teach computing (to 'A' Level standard) and Information Processing.
Cricklade is a tertiary college under FE regulations.
Salary: £6,843 - £13,656.
Hampshire pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Further details and application forms may be obtained by writing to, or telephoning, the Principal, Cricklade College, Charlton Road, Andover, Hants. SP10 1EJ.
Tel: Andover 63311. Ext. 211. (06968) 230026

HAMPSHIRE
BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke RG21 1TN
Tel: Bas. (0256) 54141
LECTURER GRADE I IN BIOLOGICAL SCIENCES
Applications are invited for the above permanent appointment in the Catering, Health and Science Department, the post to commence in the Autumn term. It will involve teaching 'O' and 'A' Biology, some Health Education, and some Applied Science and Health subjects to Hairdressing students, contributing to a healthy, developing section.
Salary Scales: Scale 1 £6,843 to £11,865.
Application forms and further particulars may be obtained from the Registrar. Forms must be returned within 14 days of the appearance of this advertisement.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (08548) 230026

HAMPSHIRE
FAREHAM TERTIARY COLLEGE
Required for 1st September 1987:
LECTURER I IN MATHEMATICS
A suitably qualified graduate to teach Mathematics at all levels. This post offers a varied programme which could span the range from CPVE Numeracy to 'A' level Further Mathematics. A willingness to contribute to the 'Computers across the Curriculum' provision within the College, would be an advantage.
LECTURER II IN MATHEMATICS TECHNOLOGY
A suitably qualified graduate to help with the development of Information Technology. This post would carry a teaching commitment together with a College-wide responsibility. Candidates should have the vision and experience to appreciate the fundamental changes in teaching style which Information Technology is likely to precipitate, together with the enthusiasm, initiative and management skills necessary to ensure that the policy agreed by the College is fully implemented.
Hampshire County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.
Application form and further details from: Fareham Tertiary College, Bishopsfield Road, Fareham, Hants PO14 1NE. Tel: (0329) 280844.
Closing Date: 29th April 1987. (09943) 230026

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT SOUTH KENT COLLEGE OF TECHNOLOGY
DEPARTMENT OF HEALTH, FOOD & FASHION
Lecturer Grade I required to teach HAIRDRESSING, BEAUTY subjects to full-time day-release and YTS students. Good trade experience essential, teaching experience preferred. In-service teacher training possible.
Further particulars and application forms available from The Principal, South East College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA. Tel: (0303) 85621.
Closing date for applications: Wednesday, 6th May 1987. (09838) 230026

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Senior Lecturer for staff working with Mentally Handicapped People
Post No. 87 10 09
KINGSTON CARES
In Kingston we believe in caring in the Community and we want to do it well. Kingston Social Services and Education and Leisure Departments in partnership with Kingston and Esher Area Health Authority have agreed the above jointly funded post.
The person appointed will be concerned with the professional development of staff at all levels, whether working in the Local Authority, Health Services or Voluntary Sector.
He/she will advise on management consortium staff training and development needs, as well as designing and managing training programmes.
Candidates should have experience in teaching and administration as well as knowledge and experience of research and development in Community Services for Mentally Handicapped People.
Salary Scale £12,915 - £14,820/£15,873 plus £282 London Allowance.
Application forms and job descriptions quoting post ref. may be obtained from Mr. J. Cotterell, Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames KT1 2AQ. Tel No: 01-546 2151.
The Royal Borough of Kingston-upon-Thames is an equal opportunities employer. (08563) 230026

KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston Upon Thames Surrey KT1 2AQ
DEPARTMENT OF MECHANICAL AND MOTOR VEHICAL ENGINEERING
LECTURER GRADE II
Post No. 87 53 13
A Lecturer Grade II is required to assist with the development of courses in the area of computer applications and systems analysis. A good level of recent industrial experience is essential together with appropriate academic qualifications and the ability to work as a member of progressive team.
Salary Scale £8,595 - £13,656 plus £786 London Allowance.
FULL TIME LECTURER POSTS
(3 year contract) Post No. 87 53 45/46/47
Two Lecturers at Grade I to teach in the Motor Vehicle Section. The successful applicants will be expected to teach all subjects etc in the area of vehicle maintenance to the level on City and Guilds courses and Ordinary Certificate level on Technician courses and the ability to teach the subject of Parts and Stock Control will be an added advantage. It is anticipated that there will be an opportunity to convert to full-time post at the end of the three year contract. Appropriate qualifications are desirable or else background and experience in the motor trade is essential.
Salary Scale £6,843 - £11,865 plus £786 London Allowance.
Apply in writing to the Principal for an application form, enclosing a large stamped addressed envelope, quoting post number.
Closing date for applications is 2 weeks after the appearance of this advertisement.
THE ROYAL BOROUGH OF KINGSTON UPON THAMES IS AN EQUAL OPPORTUNITIES EMPLOYER. (08569) 230026

Lecturing Appointments
DEVON AN EQUAL OPPORTUNITIES EMPLOYER
Applications are invited for the following posts commencing 1 September 1987.

	Post No
1 Business Studies	079/CB
2 Electrical Installation	117/BD
3 Information Technology	211/CE
4 Mathematics	081/BA
5 Photography	244/DB
6 Recreational Management	113/AF
7 Social Care	031/AA
8 Social Care	097/AA

Further particulars can be obtained from the Vice Principal (Staffing), Hele Road, Exeter, Devon. Please enclose SAE.
Closing date for applications: 24 April 1987.
Exeter College

HUMBERSIDE COUNTY COUNCIL
Applications are invited for the following posts in a developing major college:
Department of Health and Community Care
LECTURER 1 — Caring
LECTURER 1 — Special Educational Needs — Hearing Impaired
Lecturer 1 — £6843 - £11865 pa
Application forms and further particulars can be obtained from the Personnel Office, Hull College of Further Education, Queens Gardens, HULL HU1 3DG, or by telephoning Hull (0482) 29943 ext 236.
Closing date: 24 April 1987. (14341)
HULL COLLEGE of Further Education

WATFORD COLLEGE
Lecturers required for September 1987:
Department of Business Studies
Lecturers in Business Studies (2 posts)
to teach on a range of advanced and non-advanced BTEC and Professional courses.
An interdisciplinary degree (Business Studies) or professional qualification is essential. Industrial experience is desirable.
Department of Printing & Packaging
Lecturer in Photography, and Lecturer in Photography, Video and Audio-Visual Production
to teach on a range of courses including BTEC National Diplomas in Photography and Visual Communication Technology.
Salary in accordance with Burnham F.E. Scale for Lecturer Grade I: £6843 - £11865 p.a. (progressing to £13656 p.a.) plus £282 p.a. Fringe allowance.
Further details and application forms available from the Principal, Watford College, Hempstead Road, Watford, WD1 3EZ (Tel. Watford 57531). (02294)

COLLEGES OF FURTHER EDUCATION continued

HERTS COUNTY COUNCIL
Equal Opportunity Employer
ST ALBANS COLLEGE
Department of Engineering
Lecturer II in Electronics/Telecommunications in the Department of Engineering
Applications are invited for the above post to commence on 1 September 1987 or sooner if possible. The person appointed will be required to teach Digital Techniques and Microprocessor-related topics on BTEC courses up to final year Higher National Certificate level.
Salary scale: £8,595-£13,656 (under review) + £282 London Fringe Allowance.
Further details and application form from the Principal, St Albans College, 29 Hatfield Road, St Albans, Herts AL1 3RJ Tel: (0727) 60423.
Closing date for applications: 24 April 1987. (14373)

North Herts College Letchworth Faculty
Department of Catering and Hotel Management
Lecturer Grade 1
in Hotel and Catering Management
Applications are invited from suitably qualified people to assist in the development of the work of the Department. Applicants should possess a degree and/or corporate membership of HCIMA and have relevant industrial experience to enable them to teach a range of business studies subjects, principally Costing & Control and Accounts, to students on the various BTEC and other Courses offered by the Department. The person appointed would be joining a team of professional lecturers committed to the education and training of future employees for the industry.
Salary Scale £6,843 - £11,865.
Further details and application forms available from the Principal's Secretary, North Herts College, Cambridge Road, Hitchin, Herts SG4 0JD (S.A.E. please) to whom completed application forms should be returned.
Closing Date 1 May 1987. (02293)
Hertfordshire County Council
An Equal Opportunity Employer

DURHAM COUNTY COUNCIL
DERWENTSIDE COLLEGE
Applications are invited for the following posts at Derwentside Tertiary College:
Lecturer Grade I in Basic Education and Special Needs
To teach basic education skills to young and mature students who are disadvantaged and/or underachieving. Salary £6,843 - £13,656.
Lecturer Grade I Hairdressing
To teach hairdressing and related subjects to students following City and Guilds Courses on full or part-time basis or on a Y.T.S. programme. Salary £6,843 - £13,656
Lecturer Grade II Secretarial and Office Studies
To teach secretarial and office studies to full and part-time students following a range of courses leading to BTEC, RSA, LCC, NCFE and other examinations. Salary £8,595 - £13,656.
Application forms and further details from the Principal, Derwentside College, Park Road, Consett, Co. Durham. DFBS SEE returnable by Friday, 24th April, 1987. (03503)

Wiltshire
WILTSHIRE COLLEGE
As part of the arrangements for the implementation of the LEA Training Grants Scheme, the Authority wishes to strengthen its team of professionals dealing with the staff development needs of its teaching staff by making the following appointments:-
COUNTY STAFF DEVELOPMENT OFFICER (FURTHER EDUCATION)
F.E. HEAD OF DEPARTMENT IV
£16,704 - £18,714
To oversee, administer and co-ordinate INSET and staff development in and across the Authority's 7 Colleges. The post will be based in Trowbridge.
SWINDON COLLEGE: STAFF DEVELOPMENT OFFICER
F.E. PRINCIPAL LECTURER
£14,764 - £16,458 (BAR) - £18,599
To lead the College Staff Development Unit, which carries out a range of INSET activities, including the CGLI730 and RSA VPTC, and to oversee, administer and advise on INSET and staff development throughout the College.
SALISBURY COLLEGE OF TECHNOLOGY: STAFF DEVELOPMENT OFFICER
F.E. PRINCIPAL LECTURER
£14,764 - £16,458 (BAR) - £18,599
To oversee, administer and advise on INSET and Staff Development throughout the College.
Application forms and further details from and returnable to the Chief Education Officer (Ref. ST/PMB) County Hall, Bythesea Road, Trowbridge, BA14 8JS.
Please state which post(s) you are interested in: forms are returnable by April 27th.
AN EQUAL OPPORTUNITY EMPLOYER (14340)

HUMBERSIDE COUNTY COUNCIL
Beverley College of Further Education
requires for 1 September 1987
LECTURER I – CATERING
To teach catering at craft and technician level within a range of courses.
LECTURER I – CARING
To teach on a range of courses in the caring field and to take tutorship responsibility for a group of NNEB students.
LECTURER I – MATHEMATICS AND COMPUTING
This post is offered by the College in association with the Home Officer Prison Department. The post-holder will be a member of a multidisciplinary team at HM Prison, Full Sutton, near Stamford Bridge and will take responsibility for curriculum developments in Mathematics, Computing and associated subjects.
Closing date for applications: 30 April 1987.
Salary Scale, Burnham LI: £6,843 – £11,865 – £13,656.
Further details and application forms are available from: The Principal, Beverley College of Further Education, Gallows Lane, BEVERLEY, N Humberside HU17 7DT. Tel: 0482-868362. (03597)

Dunstable College
BEDFORDSHIRE EDUCATION SERVICE
Engineering & Science Department
As from 1st September 1987
LECTURER II IN ELECTRONICS/CONTROL
Applications are invited for the above full-time post from suitably qualified and experienced persons.
This is a re-advertisement and original applicants will be reconsidered.
LECTURER II IN FLUID POWER/CONTROL
Applications are invited for the above full-time post from suitably qualified persons with recent industrial experience in Pneumatic and Hydraulic Control Systems. The ability to teach robotics would be an added advantage.
TEMPORARY LECTURER I IN SCIENCE/COMPUTING
Applications are invited for the above temporary post for one year while the incumbent is on secondment. Applicants should be suitably qualified and able to offer natural sciences. The ability to teach up to 'A' level Computing Science would be an advantage.
LII Salary Scale: £8,595 – £13,656 (under review)
LI Salary Scale: £6,843 – £11,865 (under review)
For the permanent posts, further salary progression is possible dependent upon the future level of work generated.
Further details and application forms obtainable from the Principal's Secretary, Dunstable College, Kingsway, Dunstable LU5 4HG. Tel: 0582 695481.
Forms to be returned to the College by Friday, 24th April 1987 (SAE please).
Bedfordshire County Council is an Equal Opportunities Employer. (13497)

HUMBERSIDE COUNTY COUNCIL
Applications are invited for the following key posts in a developing major Group 7 College:
Department of Engineering
SENIOR LECTURER — Electronics
LECTURER 2 — Computer Aided Engineering
Department of Building and Civil Engineering
SENIOR LECTURER — Building
LECTURER 2 — Carpentry and Joinery
Senior Lecturer — £12615 - £14820 pa
Lecturer 2 — £8595 - £13656 pa
Application forms and further particulars can be obtained from the Personnel Office, Hull College of Further Education, Queens Gardens, HULL HU1 3DG, or by telephoning Hull (0482) 29943 ext 236.
Closing date: 24 April 1987. (14342)
HULL COLLEGE of Further Education

Wirral Metropolitan College
DEPARTMENT OF HEALTH, FASHION AND SOCIAL STUDIES
SENIOR LECTURER —
HEALTH AND SOCIAL STUDIES SECTION
To be responsible for the organisation and administration of the Section.
To commence September 1987
Applicants should preferably be graduates with a professional qualification in Health or Social Work, be teacher trained, and have experience in further education.
CLOSING DATE: 1 MAY 1987.
Application forms available from the Principal's Secretary, Wirral Metropolitan College, Borough Road, Birkenhead, Wirral L42 9QD. (14311)

COLLEGES OF FURTHER EDUCATION
continued

KENT

COUNTY COUNCIL
SOUTH KENT COLLEGE of TECHNOLOGY
DEPARTMENT OF GENERAL EDUCATION
Required for 1st September, 1987:
Lecturer Grade II in General and Communication Studies, to lead a team of lecturers providing vocational and pre-vocational courses.
Lecturer Grade I for Special Needs courses, ideally two posts: to teach on full-time, link and YTS courses for young people with learning difficulties. Applicants with a background in craft subjects particularly welcome.
For further particulars and application form apply to The Principal, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA. Tel: (0303) 56661.
Closing date for applications: Friday, 1st May 1987. (08537) 220026

SUFFOLK
COUNTY COUNCIL

WEST SUFFOLK COLLEGE OF FURTHER EDUCATION
LECTURER GRADE II - RESPONSIBLE FOR FRAMWORK INTRUDUCTION PROGRAMME
(Post No. C4.6)
Applications are invited for the above post which is concerned mainly with managing a two year Work Introduction Course (Mode 'A' YTS Trainee). Applicants will be required to lead a team of six full-time staff and a range of supporting part-time tutors. Students on the above course have moderate or severe learning difficulties and you will need to have experience and/or qualifications in the area of Special Needs.
Salary Burnham Scale 1 for Teachers in FE Establishments Lecturer Grade II £8,595 - £13,656 (per annum).
Completed forms should be returned by 24 April 1987. Further details and application form from Principal, West Suffolk College of Further Education, Out Risbygate, Bury St Edmunds, Suffolk IP33 3RL. (s.a.e. please). (09577) 220026

LEICESTERSHIRE
COUNTY COUNCIL

HINCKLEY COLLEGE OF FURTHER EDUCATION
London Road, Hinckley, Leicestershire LE10 1HG

DEPARTMENT OF BUSINESS STUDIES
LECTURER II
ACCOUNTING AND FINANCE
Required for 1st September 1987 to teach on a wide range of full and part-time courses. The successful applicant will play a key role in curriculum planning across the department and will also contribute to short course provision in including small business and computerised accounts courses.
Applicants should have a relevant degree or appropriate professional qualification and a teaching qualification. Recent industrial/commercial experience would be desirable.
Further details and application forms are available on receipt of an SAE from the Principal, and are returnable 14 days after the appearance of this advertisement.
Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (08756) 220026

NORTH YORKSHIRE

YORK COLLEGE OF ARTS & TECHNOLOGY
Dringhouses, York, YO2 1UA

SCHOOL OF BUSINESS STUDIES
LECTURER GRADE II IN TRAVEL AND TOURISM
£8,595 - £13,656 (initial placement is dependent upon qualifications and experience).
To join a team teaching in this area and be expected to have recent current experience in the travel industry. Graduate or professional qualifications are sought. A teaching qualification advantageous.
SAE, please, for details and application form to the Principal, returnable by 24.4.87. (08784) 220026

NORTHUMBERLAND

NORTHUMBERLAND COUNTY TECHNICAL COLLEGE
College Road, Ashington NE63 9JG
LECTURER GRADE I IN HOTEL CATERING AND ADMINISTRATING (Ref. PHSA)
Salary Scale: Lecturer Grade I £6,843-£11,865
Required 1st September 1987.
The College wishes to strengthen its expertise in Hotel and Catering Administration by appointing an additional lecturer in the Catering Sector. You will teach primarily on the BTEC National Diploma in Hotel, Catering and Institutional Operation, but will be expected to contribute to other courses run by the College.
Leading allowance and removal expenses payable in approved cases.
For application forms and further particulars send s.a.e. to the above address.
Closing date 24th April 1987. (09773) 220026

NORTHUMBERLAND

NORTHUMBERLAND COUNTY TECHNICAL COLLEGE
College Road, Ashington NE63 9RG
LECTURER II (2 posts) to act as course Tutors
Required Sept. 1987
£8,595 - £13,656 entry point dependent on qualification and experience.
I POST - HAIRDRESSING (Ref. PHSI)
For first full-time intake of CGLI 300 Hairdressing students. An energetic member of staff with appropriate industrial and teaching experience required to establish Hairdressing as an important part of the College's provision.
I POST - BEAUTY THERAPY (Ref PHS2)
For first intake of CGLI 304 Beauty Therapy students. A member of staff with appropriate industrial and teaching experience required to establish Beauty Therapy as an important part of the College's provision.
LODGING ALLOWANCE AND REMOVAL EXPENSES PAYABLE IN APPROVED CASES.
For application forms and further particulars send s.a.e. to the above address.
Closing date 24.04.87. (09669) 220026

LINCOLNSHIRE

LECTURER IN SECRETARIAL STUDIES
BOSTON
GRADE I
Required at Boston College of Further Education for September 1987 Lecturer in Secretarial Studies with particular interests in word processing. Interest or experience in Teeline an advantage. Some co-ordination duties required on CPVE.
Application form and further details may be obtained from the Principal, Boston College, Rowley Road, Boston PE21 6JF. Completed applications should be returned by the 24th April, 1987. (08746) 220026

SHROPSHIRE

BRIDGNORTH & SOUTH SHROPSHIRE COLLEGE OF F.E.
Stourbridge Road, Bridgnorth WV16 5AL
Required for September 1987 - permanent full-time Lecturer I for Office Studies Division. Applicants should be able to teach Information Processing together with a range of secretarial subjects on a variety of courses. Experience of TVEI/CPVE would be an advantage.
Details from and applications to the Acting Principal. Closing Date 1st May 1987. (08718) 220026

OLDHAM

OLDHAM COLLEGE
Required from september 1st, 1987
POST 87/18 - SENIOR LECTURER IN SOFTWARE ENGINEERING
To teach to BTEC Higher National Diploma level. Experience in 'C' and/or PASCAL is expected with the ability to initiate development in real-time engineering applications.
POST 87/19 - LECTURER I IN FASHION & ART SUBJECTS
POST 87/20 - LECTURER I IN BUSINESS STUDIES
POST 87/21 - LECTURER I IN INFORMATION TECHNOLOGY
Further details and application forms are available on receipt of a SAE to: Office Services Unit, Oldham College of Technology, Rochdale Road, Oldham OL9 6AA. Tel: 061-624 5214.
Closing date for application is 14th May 1987. (040492) 220026

LINCOLNSHIRE

GRANTHAM COLLEGE OF FURTHER EDUCATION
Stonebridge Road, Grantham, Lincs.
Tel. 0476 63141
LECTURER GRADE I - HM PRISON MORTON HALL
Applications are invited from suitably qualified persons for the above post to commence 1st September 1987. Experience in the education of offenders in teaching/organising capacity would be an advantage.
Further particulars and application form may be obtained from the Principal and should be returned within 14 days of the appearance of this advertisement. (SAE please). (08743) 220026

NORTH YORKSHIRE

YORK COLLEGE OF ARTS & TECHNOLOGY
Dringhouses, York, YO2 1UA

SCHOOL OF BUSINESS STUDIES
LECTURER GRADE II IN TRAVEL AND TOURISM
£8,595 - £13,656 (initial placement is dependent upon qualifications and experience).
To join a team teaching in this area and be expected to have recent current experience in the travel industry. Graduate or professional qualifications are sought. A teaching qualification advantageous.
SAE, please, for details and application form to the Principal, returnable by 24.4.87. (08784) 220026

NORTHUMBERLAND

NORTHUMBERLAND COUNTY TECHNICAL COLLEGE
College Road, Ashington NE63 9RG
LECTURER II (2 posts) to act as course Tutors
Required Sept. 1987
£8,595 - £13,656 entry point dependent on qualification and experience.
I POST - HAIRDRESSING (Ref. PHSI)
For first full-time intake of CGLI 300 Hairdressing students. An energetic member of staff with appropriate industrial and teaching experience required to establish Hairdressing as an important part of the College's provision.
I POST - BEAUTY THERAPY (Ref PHS2)
For first intake of CGLI 304 Beauty Therapy students. A member of staff with appropriate industrial and teaching experience required to establish Beauty Therapy as an important part of the College's provision.
LODGING ALLOWANCE AND REMOVAL EXPENSES PAYABLE IN APPROVED CASES.
For application forms and further particulars send s.a.e. to the above address.
Closing date 24.04.87. (09669) 220026

LINCOLNSHIRE

LECTURER IN SECRETARIAL STUDIES
BOSTON
GRADE I
Required at Boston College of Further Education for September 1987 Lecturer in Secretarial Studies with particular interests in word processing. Interest or experience in Teeline an advantage. Some co-ordination duties required on CPVE.
Application form and further details may be obtained from the Principal, Boston College, Rowley Road, Boston PE21 6JF. Completed applications should be returned by the 24th April, 1987. (08746) 220026

SHROPSHIRE

BRIDGNORTH & SOUTH SHROPSHIRE COLLEGE OF F.E.
Stourbridge Road, Bridgnorth WV16 5AL
Required for September 1987 - permanent full-time Lecturer I for Office Studies Division. Applicants should be able to teach Information Processing together with a range of secretarial subjects on a variety of courses. Experience of TVEI/CPVE would be an advantage.
Details from and applications to the Acting Principal. Closing Date 1st May 1987. (08718) 220026

OLDHAM

OLDHAM COLLEGE
Required from september 1st, 1987
POST 87/18 - SENIOR LECTURER IN SOFTWARE ENGINEERING
To teach to BTEC Higher National Diploma level. Experience in 'C' and/or PASCAL is expected with the ability to initiate development in real-time engineering applications.
POST 87/19 - LECTURER I IN FASHION & ART SUBJECTS
POST 87/20 - LECTURER I IN BUSINESS STUDIES
POST 87/21 - LECTURER I IN INFORMATION TECHNOLOGY
Further details and application forms are available on receipt of a SAE to: Office Services Unit, Oldham College of Technology, Rochdale Road, Oldham OL9 6AA. Tel: 061-624 5214.
Closing date for application is 14th May 1987. (040492) 220026

NOTTINGHAMSHIRE

COUNTY COUNCIL
H.M. DETENTION CENTRE WHITWICK
DEPUTY EDUCATION OFFICER
Senior Lecturer £12,615 - £14,820 p.a.
Required for 1 September. The post requires a mature and well qualified teacher with some experience in the education of offenders in a teaching/organising capacity would be an advantage.
LECTURER
Grade: £6,843 - £11,865 p.a.
A qualified and experienced teacher is required for the General Education Programme for 1 September. The programme emphasises literacy, numeracy, life and social skills and thus whatever your particular subject specialisation the successful candidate would offer.
For both posts entry point on the scales according to qualifications and experience (pay award pending).
Application forms and further details are available from and returnable to the Chief Education Officer, Further Education Group, County Hall, West Bridgford, Nottingham NG2 7QP. Closing date 24 April. Please quote ref: F13.
An Equal Opportunity Employer. (08746) 220026

SALFORD

DEPARTMENT OF BUSINESS INFORMATION PROCESSING
SENIOR LECTURER IN OFFICE COMMUNICATIONS
(Re-advertisement)
This is a senior post in the Department with the responsibility of leading a team of secretarial and office studies staff. The successful candidate is likely to be a graduate able to make a teaching contribution at advanced level courses and initiate new course developments.
LECTURER I IN ADMINISTRATIVE STUDIES
to teach Administrative Studies mainly through integrated activities on a variety of activity based courses.
LECTURER I IN OFFICE COMMUNICATIONS
to teach Office Communications including keyboarding and shorthand (Teeline).
Salary Scale: Lecturer I - £6,843 - £11,863. Senior Lecturer £12,615 - £15,873.
Further details and application forms may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU. Tel: 061-736 6541, to whom completed forms should be returned by 24th April, 1987. (08721) 220026

LEICESTERSHIRE
COUNTY COUNCIL

SOUTH FIELDS COLLEGE OF FURTHER EDUCATION
Aylestone Road, Leicester LE2 7LW
DEPARTMENT OF BUILDING
LECTURER II COURSE CO-ORDINATOR SUPERVISORY STUDIES
Required for 1st September 1987. Applications are invited from suitably qualified and experienced candidates for the post of Lecturer II, Course Co-Ordinator in Supervisory Studies, with the responsibility for developing and teaching on a variety of courses involving supervisory skills in the Building Department.
Application forms and further particulars are available from the Principal, to whom they should be returned within 10 days.
Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (08726) 220026

WARWICKSHIRE

EAST WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Lower Hillmorton Road, Rugby
Tel: Rugby (0788) 73133
We require a LECTURER I OR II IN FASHION AND DESIGN to manage and develop our Fashion/Design course, ideally you should have links with schools and industry.
Please contact the Principal at the College (see address) for further details. Closing date 20th April.
Warwickshire is an equal opportunities employer. (08323) 220026

STOCKPORT

METROPOLITAN BOROUGH OF STOCKPORT
STOCKPORT COLLEGE OF TECHNOLOGY
LECTURER GRADE II IN ELECTRONICS (FULL-TIME)
Required for 1 September 1987 to teach electronics on BTEC National Diploma, Certificate, Higher National Certificate and Higher National Diploma courses.
Experience in computer aided design or artificial intelligence will be an advantage.
Applicants should have graduate or equivalent qualification and relevant industrial or professional qualifications are sought. A teaching qualification advantageous.
SAE, please, for details and application form to the Principal, returnable by 24.4.87. (08744) 220026

OXFORD

THE OXFORD AND COUNTY COMMERCIAL COLLEGE
(A private College, training over 200 residential students)
Applications are invited from suitably qualified teachers for the following posts:
ASSISTANT DIRECTOR OF STUDIES
This senior position will involve both teaching and administrative duties. Applicants should have had substantial teaching and administrative experience.
Salary will be commensurate with the responsibility involved.
LECTURER IN SECRETARIAL SUBJECTS
The subjects offered should include Pitman New Era Shorthand and/or Typewriting and preferably one or more of the following: Secretarial Duties, Accounts, Business English, Information Technology.
Full-time or part-time will be considered.
Application forms, together with further details, may be obtained from Director of Studies, Oxford and County Secretarial College, 34 St. Giles, Oxford OX1 3LR. Tel: (0865) 511404.
The closing date for receipt of applications is 8th May, 1987. (09633) 220026

WARWICKSHIRE

EAST WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Lower Hillmorton Road, Rugby
Tel: Rugby (0788) 73133
We require a LECTURER I OR II IN FASHION AND DESIGN to manage and develop our Fashion/Design course, ideally you should have links with schools and industry.
Please contact the Principal at the College (see address) for further details. Closing date 20th April.
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Experience in computer aided design or artificial intelligence will be an advantage.
Applicants should have graduate or equivalent qualification and relevant industrial or professional qualifications are sought. A teaching qualification advantageous.
SAE, please, for details and application form to the Principal, returnable by 24.4.87. (08744) 220026

NORTHUMBERLAND

NORTHUMBERLAND COUNTY TECHNICAL COLLEGE
College Road, Ashington NE63 9RG
LECTURER II (2 posts) to act as course Tutors
Required Sept. 1987
£8,595 - £13,656 entry point dependent on qualification and experience.
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For first full-time intake of CGLI 300 Hairdressing students. An energetic member of staff with appropriate industrial and teaching experience required to establish Hairdressing as an important part of the College's provision.
I POST - BEAUTY THERAPY (Ref PHS2)
For first intake of CGLI 304 Beauty Therapy students. A member of staff with appropriate industrial and teaching experience required to establish Beauty Therapy as an important part of the College's provision.
LODGING ALLOWANCE AND REMOVAL EXPENSES PAYABLE IN APPROVED CASES.
For application forms and further particulars send s.a.e. to the above address.
Closing date 24.04.87. (09669) 220026

LINCOLNSHIRE

LECTURER IN SECRETARIAL STUDIES
BOSTON
GRADE I
Required at Boston College of Further Education for September 1987 Lecturer in Secretarial Studies with particular interests in word processing. Interest or experience in Teeline an advantage. Some co-ordination duties required on CPVE.
Application form and further details may be obtained from the Principal, Boston College, Rowley Road, Boston PE21 6JF. Completed applications should be returned by the 24th April, 1987. (08746) 220026

SHROPSHIRE

BRIDGNORTH & SOUTH SHROPSHIRE COLLEGE OF F.E.
Stourbridge Road, Bridgnorth WV16 5AL
Required for September 1987 - permanent full-time Lecturer I for Office Studies Division. Applicants should be able to teach Information Processing together with a range of secretarial subjects on a variety of courses. Experience of TVEI/CPVE would be an advantage.
Details from and applications to the Acting Principal. Closing Date 1st May 1987. (08718) 220026

OLDHAM

OLDHAM COLLEGE
Required from september 1st, 1987
POST 87/18 - SENIOR LECTURER IN SOFTWARE ENGINEERING
To teach to BTEC Higher National Diploma level. Experience in 'C' and/or PASCAL is expected with the ability to initiate development in real-time engineering applications.
POST 87/19 - LECTURER I IN FASHION & ART SUBJECTS
POST 87/20 - LECTURER I IN BUSINESS STUDIES
POST 87/21 - LECTURER I IN INFORMATION TECHNOLOGY
Further details and application forms are available on receipt of a SAE to: Office Services Unit, Oldham College of Technology, Rochdale Road, Oldham OL9 6AA. Tel: 061-624 5214.
Closing date for application is 14th May 1987. (040492) 220026

Selby College

Senior Lecturer

Learning resources and staff development.

Required from September, 1987, a well qualified and experienced person to act as Deputy Head of Department, Business & Communication Studies and to be responsible for co-ordinating learning resources and staff development across this tertiary college now in its third year of operation.

Further details and application form available from the Principal, Selby College, Abbots Road, Selby, YO8 8AT, to whom completed applications should be returned by first post on Monday, 27th April, 1987.

NORTH YORKSHIRE COUNTY COUNCIL

LONDON BOROUGH OF MERTON
MERTON COLLEGE

DEPUTY HEAD/ SENIOR LECTURER

Department of Hotel and Catering Operations

Applications are invited for the above post to commence on 1st September, 1987.

The successful candidate will preferably be teacher trained and a member of the HCIMA by examination.

Applicants should have a proven track record in industry and education at an appropriate level.

Salary Scale (£12,615–£14,820 plus London Allowance: £1,110 p.a.

Further particulars and an application form can be obtained from the Registrar, Merton College, Morden Park, London Road, Morden, Surrey SM4 5QX. The closing date for the receipt of completed applications is two weeks from the date of this advertisement.

Merton is an Equal Opportunities Employer
All applications will be considered on their merits.

COLLEGES OF FURTHER EDUCATION
continued

WALSALL

WALSALL COLLEGE OF ART
WALSALL LEATHERGOODS TRAINING CENTRE
DEPARTMENT OF APPRENTICESHIP
LECTURER GRADE II
(£8,595 - £13,656)
Applications are invited for the full-time post in Light Leathergoods Manufacture commencing September 1st 1987.
The successful candidate will have a wide industrial experience and be fully conversant with modern design and manufacturing techniques. Experience in training is essential with the ability to teach on a wide range of courses up to advanced City & Guilds level.
The person appointed will possess initiative and will join an established team in an expanding department that is becoming a major resource centre for the Leather Trades.
Write in the first instance to Mr R. Hill, Walsall Leathergoods Training Centre, Westgate, Walsall, WS2 7JY. Tel: (0922) 240026 (24hrs) SEQ. (09940)

WARWICKSHIRE

NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton CV11 6BG
Tel: 0203 348321
DIVISIONAL DIRECTOR
PRINCIPAL LECTURER IN ART & DESIGN
Required from 1st September 1987 a Divisional Director to head the Division of Art and Design of the School of Creative Arts. Applicants should be able to organise and supervise the administration of the courses for which the Division is responsible. Applicants should be graduates or have a professional qualification. Commercial or industrial experience and a teaching qualification would be an advantage.
Salary scale Principal Lecturer £14,788 - £16,458 Bar - £16,288 per annum (under review).
Further details and application forms available from the Principal Secretary. Closing date 22nd April.
Warwickshire is an equal opportunities employer. (08163) 240026

SUFFOLK
COUNTY COUNCIL

WEST SUFFOLK COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN CATERING (Post No. C5.13)
An enthusiastic person is sought to join the Catering Section from 1 September 1987. The successful candidate will teach the practical and theoretical aspects of Food Production and Preparation. The ability to teach other aspects of Catering training would be an advantage.
Salary Burnham Scale 1 for Teachers in FE Establishments Lecturer Grade I (£6,843 - £11,865 per annum).
Completed forms should be returned by 24 April 1987.
Further details and application form from: The Principal's Secretary, West Suffolk College of Further Education, Out Risbygate, Bury St. Edmunds, Suffolk IP33 3RL (s.a.e. please). (09576) 220026

Colleges and Departments of Art

Other Appointments

AVON

COUNTY OF AVON
EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
Department of Arts
PRINTMAKING/FINE ARTS
Lecturer I required for September 1987 to teach Printmaking; Fine Art; History and Appreciation of Art and Design to Foundation and A level students. Qualified graduates preferred.
Application form and details (send SAE) from the Principal (Please quote reference no. ARTS 8717) completed forms to be returned by 29th April 1987.
Avon is an Equal Opportunities Employer. (09514) 240026

WEST SUSSEX

CHAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required for September 1987
(a) LECTURER GRADE II to be responsible for the teaching of GENERAL STUDIES
(b) LECTURER GRADE II in SECRETARIAL/BUSINESS STUDIES
(c) LECTURER GRADE II in COUNSELLING SKILLS - a one year appointment to undertake a project and development in hospices.
Salary Scales Lecturer Grade I £6,843 - £11,865 - Grade II L.W. Lecturer Grade II £8,595 - £13,656 - £509 L.W.
Application form and further details available from the Principal.
Completed applications to be received within two weeks from date of advert. (08338) 220026

WEST SUSSEX

LECTURER IN HAIRDRESSING
(TEACHING POST - FULL-TIME)
CHICHESTER COLLEGE OF TECHNOLOGY
A suitably qualified candidate is required from 1st September 1987 to teach Ladies, Gents and Advanced Hairdressing, including subjects to students on a full range of Further Education Hairdressing courses. Previous teaching experience an advantage, but good industrial experience is essential.
Application form and further details available from the Principal, Chichester College of Technology, Chichester, West Sussex PO19 1EB. (s.a.e. please).
Closing date 24 April 1987. (08737) 220026

Polytechnics

Other Appointments

NORTH STAFFORDSHIRE

NORTH STAFFORDSHIRE POLYTECHNIC
DEPARTMENT OF ECONOMICS
TEMPORARY LECTURESHIPS
Salary: Lecturer II £8,595 - £13,656
Senior Lecturer £12,615 - £14,820 (bar) - £15,873
The Department of Economics has two one year appointments available for the academic year starting September 1987 either on full time or part time basis.
The Department is responsible for economics teaching across the Polytechnic and contributes to a number of degree and sub degree courses including B.A. Economics, B.A. Business Studies, HND and HNC in Business Studies and Public Administration.
Candidates must be able to teach first year economics and preferably are an M.A. in Economics.
Application forms and further particulars are available from the Personnel Section, North Staffordshire Polytechnic, College Road, Stoke on Trent ST4 2DE. Tel: (0782) 744531, Ext. 211.
Closing date for completed applications: 11th May 1987.
North Staffordshire Polytechnic is an Equal Opportunity Employer. (09742) 260026

SUNDERLAND

SUNDERLAND POLYTECHNIC
Faculty of Education
L11 £8,595 - £13,656
SL £12,615 - £14,820 Bar £15,873
Five 2 years posts are available from Sept. 1987 and 3rd Year is available immediately. An exciting and expanding Faculty with a strong commitment to curriculum development; staff development and research.
LI/SL - PHYSICS EDUCATION
To assist with initial and in-service training of secondary physics and mathematics specialists. You should be well qualified in Physics Education with recent, substantial teaching experience. Experience in mathematics teaching and curriculum development is also desirable. This post is part of a significant expansion of teacher education in the Polytechnic under the NAB Selective Initiatives.
LI/SL - SPECIAL NEEDS (PRIMARY EDUCATION)
You should have a wide experience in teaching across the primary age range and qualifications in 2 of the major disciplines of education and a particular interest in assisting teachers to cater for pupils with special educational, psychological, social and physical needs within mainstream schooling.
Teaching commitments will include contribution to the Primary B.Ed. (Hons) course, Masters' degree courses and the In-Service Cert. in Special Needs.
LI/SL BUSINESS EDUCATION (INFORMATION TECHNOLOGY)
To develop Business Ed. on both initial and in-service teacher education courses. The use of information technology in business and business education is a key area of development.
Application forms and further particulars from the Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR1 3SD (Quote ref. TES - or for TES/L - (091) 5672431, Ext. 11.
Closing date 24.4.87. (09671) 260026

LONDON WC1

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
DEPARTMENT OF ART AND DESIGN EDUCATION
LECTURER required from September 1987. The successful applicant will be well-qualified, currently engaged in curriculum development in 3D design/ceramics and printmaking/graphic communication, to teach mainly on PGCE course.
Salary on Lecturer Grade A £8,735 - £13,673 or Grade B £14,245 - £18,210 plus £1,393 London Allowance plus USS.
Further particulars and application forms from Mary Griffin, Personnel University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. 636 1500. Ext. 254. quoting ref TL/AD. Completed applications required by 30 April. (089651) 280000

MANCHESTER

UNIVERSITY OF MANCHESTER
LECTURER IN PRIMARY EDUCATION
Applications are invited from suitably qualified people for the above post. The person appointed will be expected to contribute to the initial training of teachers and to higher degree and INSET courses in a broad area of primary teaching areas connected with primary education: mathematics, science, history, geography, RE and environmental studies, art and craft, early childhood education, child development, multicultural education, and the first years of schools. Recent classroom experience in a primary school and a desire to engage in research are essential. Salary within range £8,735 - £18,210 p.a. according to qualifications and experience. Superannuation. Housing.
Application forms (returnable by 30th April) and further particulars from the Registrar, The University, Manchester M13 9PL. Quote ref. 77/87/TE. (08979) 280000

BIRMINGHAM

UNIVERSITY OF BIRMINGHAM
DEPARTMENT OF CURRICULUM AND TEACHING STUDIES
LECTURESHIP IN SCIENCE EDUCATION
Applications are invited for the above post. The appointment will be from 1 September or as soon as possible thereafter, and will be subject to a probationary period. Candidates will be expected to have qualifications and successful teaching experience in both Chemistry and Biology. The successful candidate will take responsibility for much of the Chemical and Biological components of the PGCE Science Methods programme and will be expected to become involved in in-service courses. An advanced qualification in Education, research interests in in-service education, and research experience in schools will be of advantage.
Initial salary within the range £8,735 - £11,865 (under superannuation further scale increase due from March 1988).
Further particulars from the Assistant Registrar (Education), University of Birmingham, PO Box 363, Birmingham B15 2TT, to whom applications (10 copies - overseas applicants 1 copy) should be sent by 8 May 1987.
An Equal Opportunities Employer. (09620) 280000

Colleges of Higher Education

Heads of Department

WINCHESTER

KING ALFRED'S COLLEGE
Winchester
TUTOR IN CHARGE OF SCHOOL RESOURCES
(Lecturer II/Senior Lecturer £8,595 - £15,873)
An experienced primary teacher is required, for 1st September 1987, to organise and manage the School Resources section of the college's Learning Resources Centre.
Duties will also include teaching on professional courses, supervision of teaching practice, and participation in the work of the new Professional Centre.
Candidates will probably hold a senior post in an infant, junior, first or middle school and will have managed a school resources centre or library. The post offers considerable scope for a creative and innovative person.
Further particulars may be obtained from the Principal, King Alfred's College, Winchester SO22 4NR (Tel: 0962 62811) to whom applications should be sent by Wednesday 29 April. (087071) 340026

Other Appointments

KENT

CANTERBURY CHRIST CHURCH COLLEGE
Required for September 1987:
LECTURER IN OCCUPATIONAL THERAPY
for new Diploma/B.Sc. (Hons) in Occupational Therapy.
Salary Lecturer II/Senior Lecturer Scale: £8,595 - £15,873 (under review).
Further details available from: The Principal, Christ Church College, North Holmes Road, Canterbury CT1 1QU.
Closing date 30th April 1987. (093306) 340026

HAMPSHIRE

KING ALFRED'S COLLEGE
Winchester
DESIGN AND TECHNOLOGY DEPARTMENT
LECTURER II/SENIOR LECTURER IN DESIGN AND TECHNOLOGY (£8,595 - £15,873).
The College seeks to expand its role in Design and Wood Technology to take advantage of a specially equipped and exceptionally well-maintained section of the Design and Technology Department.
Candidates should be graduates, preferably with a higher degree or research experience. They must possess considerable personal competence in hand and machine woodworking, and knowledge of associated technology. Industrial awareness would be a necessity, and in-service schools experience an advantage.
LECTURER II/SENIOR LECTURER IN DESIGN AND TECHNOLOGY (PRIMARY/MIDDLE) (£8,595 - £15,873).
A lecturer is sought with recent and current teaching experience in Primary/Middle schools to join the College's Department of Initial Teacher Education in Primary Design and Technology.
This is a rapidly expanding field in which the College is playing a leading in-service role and is now preparing courses for initial training. This post offers the opportunity to be involved in pioneering work in the field.
Candidates should be graduates and should be prepared and able to contribute to courses in all other aspects of the department.
TEMPORARY LECTURER II/SENIOR LECTURER IN ENGINEERING SCIENCE AND TECHNOLOGY (£8,595 - £15,873).
A lecturer is wanted for one year in the first instance from September 1987 to join an expanding Department of Design and Technology.
The engineering equipment in the department has recently been up-dated, and significant progress has been made in developing school technology work, such as in computer applications, electronics, structures and mechanisms. An innovative person is needed, to contribute to this work and broaden the department's range of technological activity. The College may respond well to flexibility to the particular strengths and interests of applicants.
Successful schools experience would be necessary, and some time in industry would be an advantage.
Further details of the above posts may be obtained from the Principal, King Alfred's College, Winchester SO22 4NR (Tel: 0962 62811) to whom applications should be sent by Wednesday 29 April. 340026

KENT

CANTERBURY CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Required for Autumn Term 1987:
(1) Lecturer II/Senior Lecturer in MATHEMATICAL EDUCATION (Primary) to contribute to the B.A. (Hons) the PGCE and a wide range of in-service courses.
(2) Lecturer II/Senior Lecturer in RADIO, FILM & TELEVISION STUDIES with responsibility for the teaching of the theory and practice of sound to students following B.A. courses in RTVF Studies and in development of integrated multi-media courses. Two half-time appointments could be considered.
Salary scale (under review): £8,595 - £15,873.
Details available from the Principal, Christ Church College, Canterbury CT1 1QU.
Closing date: 30th April 1987. (059315) 340026

Lecturer II/Senior Lecturer Education and Professional Studies

North Riding College, Scarborough

Salary: Lecturer II/Senior Lecturer £8,595-£15,873 (full scale), depending upon experience

The college is concerned principally with initial and in-service for the primary age range. Appointment from September, 1987.

Further particulars and application forms from the Principal (Appointments), North Riding College, Filey Road, Scarborough YO11 3AX. Tel: 0723 362392. Closing date: 24.4.87.

NORTH YORKSHIRE COUNTY COUNCIL

School of Education

Lecturer 2/Senior Lecturers

At the Wall Hall Campus, Aldenham

Applications are invited for the following posts from 1 September 1987 in the new School of Education which results from the merger of Hertfordshire College of Higher Education with The Polytechnic.

1 post
Art and Design with a specialism in textiles and experience of teaching in the primary school.

4 posts
Applicants should have relevant teaching experience in nursery/infant and/or primary schools and be able to contribute to one or more of the following areas of professional work in both initial and in-service training: Mathematics; Sociology; Religious Education; Geography; Language; Special Needs.

Lecturer 2: £8877 - £13938
Senior Lecturer: £12897 - £15102/£16155

Further particulars and an application form can be obtained from the Staffing Officer, The Hatfield Polytechnic, P.O. Box 109, College Lane, Hatfield, Herts. AL10 9AB or phone Hatfield (07072) 79802. Please quote reference 283. (14329)

The Hatfield Polytechnic

COUNTY OF CLEVELAND
An equal opportunities employer

CLEVELAND COLLEGE OF ART & DESIGN

Senior Lecturer/Co-ordinator

In the Department of Vocational and Community Education

Required from September 1987 Senior Lecturer/Co-Ordinator in the Department of Vocational and Community Education.

Applications are invited from suitably qualified persons who would preferably hold a teaching qualification and have had some industrial experience. Candidates should be aware of initiatives such as CPVE, TVEI, YTS and the "New F.E." The person appointed will be in charge of the College's Flatham Street Site where the BTEC Diploma in Design (Fashion) and CITB Painting and Decoration Courses are housed. It is likely that the person appointed will come from either of these two backgrounds.

SALARY: £12,615 - £15,873

Lecturer I — Design Fashion
(Pattern Cutting)

Required from September 1987, or as soon as possible. Applicants should preferably possess a teaching qualification and have relevant industrial experience. Candidates should be conversant with all aspects of clothing manufacture with a particular emphasis towards pattern construction and grading.

SALARY: £6,843 - £11,865

Application forms and further particulars may be obtained from the Principal Cleveland College of Art and Design, Green Lane, Middlesbrough, Cleveland TS5 7RJ (Tel. M'boro 821441) to whom they should be returned not later than two weeks following the date of this advertisement. (14308)

UNIVERSITY OF BIRMINGHAM
FACULTY OF EDUCATION

CHAIR OF EDUCATION AND HEADSHIP OF EDUCATIONAL PSYCHOLOGY AND OF SPECIAL EDUCATION

Applications are invited for a Chair of Education and the Headship of the Department of Educational Psychology and of Special Education, which will be vacant from 1 October 1987.

The appointment arises from the amalgamation of the present Departments of Educational Psychology and Special Education. The post requires an established reputation in an area of Educational Psychology and/or Special Education, and some understanding of the whole range of the Department's work. School teaching experience and/or substantial practical experience in Educational Psychology or an aspect of Special Education would be of considerable advantage.

Salary in the professorial range, plus superannuation. Further particulars from the Vice-Chancellor, University of Birmingham, PO Box 363, Birmingham B15 2TT, to whom applications (15 copies; 1 from overseas candidates) should be sent by 22 May 1987.

Equal Opportunities Employer. (14324)

COUNTY OF AVON

BATH COLLEGE OF HIGHER EDUCATION

INFORMATION TECHNOLOGIST (SENIOR LECTURER)

An Information Technologist is required to teach on BEd and PGCE Primary and Secondary teacher training courses.

Developmental work in general IT awareness for all students; and in academic and supporting research activities for degree and post degree work.

Enthusiasm, self motivation, wide ranging experience and abilities, are all essential for this challenging post.

Salary: £12,615-£15,873 (under review w.e.f. 1.4.87)

Further details from: Miss J. Day, Senior Personnel Clerk, Bath College of Higher Education, Newton Park, Newton St Loe, Bath BA2 9BN. (Telephone (0225) 873701, Ext. 303)

Closing date: 27.4.87. (14348)

Southampton Institute of Higher Education
THE COLLEGE OF MARITIME STUDIES, WARSASH
DEPARTMENT OF MARINE ENGINEERING

Principal Lecturer in Engineering Applications

Salary Scale £14784 to £18588

Applications are invited for this new post to commence September 1987 or as soon as possible thereafter. Qualifications and experience required are at least a First Degree in Engineering or a related subject, Chartered Engineer and have experience in the maritime industry. Previous teaching experience desirable. The County Council pursues a policy of equality of opportunity and applications are welcomed from people with disabilities.

The person appointed will be required to manage the Engineering Applications Centre, teach and be invol

BEDFORD COLLEGE

of higher education

Applications are invited, especially from serving teachers with either infant or junior school experience, for the following posts in Primary Education from 1st September 1987, available as a result of expansion in this field.

Senior Lecturer: to lead **Junior School Studies** within B.Ed

L2/SL: to lead the **Humanities** area (History, Geography and Religious Studies) in B.Ed

L2/SL: **Language** in Primary Education

L2/SL: **Mathematics** in Primary Education

L2/SL(**Science** in Primary Education

Also from 1st September there are available the following opportunities across the range of the college's work:

Senior Lecturer: **Staff Development Officer**, to coordinate and expand the programme across the college

Senior Lecturer: **Philosophy**, to teach at degree level in the area of human movement studies, including teacher education

SL and L2 (2 posts): **Computing and Information Systems**, to be involved particularly with HNC developments, including computer systems architecture

L2/SL: **Business Studies (Accounting and Quantitative Skills)**, to teach across BTEC and professional courses

L1: **English**, to teach on a variety of 16-19 courses, including GCSE, and to contribute to secondary teacher training

L1: **Special Needs**, to join a team teaching young adults; enthusiasm and experience as important as qualifications for this post

L1: **Dance**, to teach dance in B.Ed degree and other courses

L1: **Electrical Engineering**, to teach mainly electrical craft courses, including installation

The following new post is available immediately:

L1: **TVEI Access Tutor**, to lead an access course to further education for Afro-Caribbean young people, a youth or community work background could be an advantage.

Application forms and further details are available from the Personnel Officer, Bedford College of Higher Education, Mander Site, Cauldwell Street, Bedford MK42 9AH, to whom they should be returned by Monday 27th April, 1987

Bedfordshire is an Equal Opportunities Employer.

Applications from people of afro-caribbean and asian origins are particularly welcome, since they are currently under-represented in the college. All candidates should have a commitment to the college and Authority multiracial policy.

(03487)

Leisure Services/Youth and Community

Youth & Community Development Workers (2 Posts)

(Project Pehchan)
£9,309-£10,401 p.a.

(a) Indian Community Ref: VB/1/145
(b) Pakistani Womens and Girls Issues Ref: VB/2/145

Nottinghamshire County Council together with the Asian Sub-continent Voluntary Youth Group (an umbrella organisation) have collaborated in setting up this Detached Youth Work Project to work in identifying and devising initiatives to meet the growing needs of Asian young people. The project currently requires a suitably qualified Female Detached Youth and Community Worker to work with Pakistani Womens and Girls issues and a suitably qualified Male Detached Youth and Community Worker to work with the Indian Community. Applicants for both posts should be able to speak at least one Asian language.

These posts are covered under Section 7(2a) of the Sex Discrimination Act.

Relocation expenses where appropriate.

For further information and an informal discussion telephone Mr. S. Khan on Nottingham (0602) 410104 or 410121.

Request for application form and job description should be made in writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, accompanied by a self addressed envelope. Closing date 27 April. Please quote reference when applying.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

HAMPSHIRE

SOUTHAMPTON INSTITUTE OF ADULT YOUTH & COMMUNITY EDUCATION

Head of Argyle Centre

(Burnham F.E. Senior Lecturer)

A Worker is required with experience of adult education in a multi-racial area to continue the development of this inner city centre which is a resource for community-based provision in the area. Applicants should preferably have experience of managing a building and be able to speak one of the major Asian languages. The Institute is committed to developing an anti-racist and anti-sexist approach to the work and applicants who can contribute to this are sought.

We pursue a policy of equality of opportunity. Application particularly welcome from people with disabilities.

Application forms and further details from Argyle Centre, Argyle Road, Southampton, Tel: 0703 227798. Closing date for application, April 30th 1987.

(14319)

EDUCATION DEPARTMENT

Redbridge
London Borough

Redbridge Institute of Adult Education

Applications are invited for the post of:

Lecturer Grade 1 Special Educational Needs

attached to Burnside Social Education Centre

Salary: Burnham F.E. Lecturer I currently £8843 - £11865 rising to £13,656 plus Outer London Allowance of £726.

Closing date for applications — 8th May, 1987.

Further information and application forms are available from: The Principal, Redbridge Institute of Adult Education, Cranbrook Road, Ilford, Essex, IG2 6HX

(14340)

EDUCATION & RECREATION DEPARTMENT
YOUTH SERVICE

DETACHED YOUTH WORKER

(2 POSTS)

JNC Range 3
Points 4-8 £9,846 - £11,046 plus £1110 London Weighting

As the result of a successful Education Support Grant application, two full time experienced and/or qualified Detached Youth Workers are required to work primarily in the Pollards Hill area of Mitcham.

The Project commencing April 1987, will be based in its own premises, which can be used both as an administrative and small group work base.

These appointments are funded by the Department of Education & Science and will continue as long as sufficient funds are provided by that Department or by other firms/sponsors. The D.E.S. have indicated that at this juncture funding is available until 1992.

For an informal discussion/further details please contact the Youth Officer, Merton Youth Office, Crown House, London Road, Morden, Surrey SM4 5DX. Tel. 01-543 3699.

Closing date: 28th April, 1987.

LONDON BOROUGH OF
merton

Merton is an Equal Opportunities Employer. All applications will be considered on their merits.

COLLEGES OF HIGHER EDUCATION
continued

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

LECTURER II/SENIOR LECTURER IN RELIGIOUS STUDIES

Applications are invited from Honours graduates with substantial and successful teaching experience for the above post from 1 September 1987. Candidates should have strengths in at least two of the following areas: the study of World Religions; 11-18 RE teaching; co-ordination and development of resource materials.

Further particulars and application form are available from The Principal, St. Martin's College, Lancaster LA1 3D. Completed application forms should be returned by 1 May. (08579) 340026

WEST SUSSEX

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION

(Incorporating Bishop Otter College, Chichester and Bognor Regis College)

L. II/SENIOR LECTURER IN PHYSICAL EDUCATION to teach BSc (Sports Studies) and B.Ed. courses. From 1st September, 1987.

Applications are invited from graduates, qualified teachers with experience of Outdoor Education (particularly Water Sports). Additional specialist qualification and experience in Recreation research, management or planning will be desirable.

Further details and application forms from Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR (Tel: 0243 865811).

Closing date for applications: 22nd April, 1987. (06168) 340026

Adult Education

BERKSHIRE

BRACKNELL COLLEGE

DEPARTMENT OF ADULT STUDIES

DEPUTY HEAD OF DEPARTMENT (PRINCIPAL LECTURER)

To be responsible for adult education in the western half of the College area, including a full-time Adult Education Centre and several day and evening centres. The work of the department includes general adult education, both vocational and non-vocational, and in service training in the Caring Professions.

Salary in accordance with Burnham Further Education Scale.

Assistance with housing and removal expenses may be given.

Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement, from the Principal, Bracknell College, Church Road, Bracknell, Berks. RG12 1DJ. Tel: 0344 420411.

An equal opportunity employer. (09645) 380000

LIVERPOOL

EDUCATION DEPARTMENT

BURTON MANOR RESIDENTIAL COLLEGE FOR ADULT EDUCATION

APPOINTMENT OF PRINCIPAL

Salary £19,491 - £20,841

Applications are invited from graduates with substantive teaching experience in Adult Education for the post of Principal for the successful College in the broad field of Adult Education.

Burton Manor Residential College is situated in the village of Burton on the Wirral peninsula. The College is to be centrally governed by a Governing Body including representatives of the Liverpool Education Authority, the University of Liverpool and co-opted members representing the interested members of the community who are experienced in and supportive of opportunities in Adult Education. The current programme includes the provision of courses for industry and commerce as well as a wide range of non-vocational adult education. They are likely also to involve increasing provision for the training of teachers.

The Principal will be responsible for the management of the College including both academic and domestic matters.

Salary will be in accordance with Burnham Principal Group 3 Scale £18,491 - £20,841 plus residential emoluments.

Application forms and further details are available from:-

The Director of Education, Community Education Section, 14 Sir Thomas Street, Liverpool L1 6BJ.

Tel: 051-236 5480, ext 330.

Closing Date: 1st May 1987.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (08983) 380000

Youth and Community Service

BEDFORDSHIRE

BEDFORDSHIRE EDUCATIONAL SERVICE
County Youth Service

Applications are invited from suitably qualified and experienced people for the post of:

YOUTH WORKERS TO ASSIST THE AREA YOUTH OFFICERS IN LUTON AND NORTH BEDFORDSHIRE

Salary: JNC Scale 4 (£9,846 - £10,605) £10,683 - £13,009

The persons appointed to these posts will have key roles in the development of an expanding service and be able to provide effective assistance to the respective Youth Officers.

Informal enquiries welcomed:
North Bedfordshire - Clapham 228272 or 0234 740846 (evenings)
Luton - 0582 410610. Dunstable 67 or 0727 58733 late evenings

Full details and application forms available from the Chief Education Officer (Youth Service), County Hall, Cauldwell Street, Bedford MK42 9AP. Tel: 0234 63141 Ext. 2160.

Closing date: 24th April 1987.

An Equal Opportunity Employer. (09716) 440000

BMB
BOLTON METROPOLITAN BOROUGH

An exciting opportunity to be part of a Pilot Project involved with young people in a Community setting. The Authority's Education and Arts Department is seeking to appoint two experienced and imaginative people to work with a large part time staff team which seeks to meet the needs of a targeted group of young people in the town.

SENIOR YOUTH WORKER

JNC Range 4 Pts 1-5 £10,401/£11,685

Applicants should be qualified and experienced Youth and Community Workers or Teachers with Community and Youth Work experience.

EDUCATION SOCIAL WORKER

Level 3 £9513/£10,569
(rising to £11,271 for qualified officers only)

Applicants should preferably hold the Certificate of Qualification in Social Work or another recognised social work qualification.

The major task of the two appointees will be to involve a wide range of both statutory and voluntary caring Agencies in a co-ordinated response to the needs of the target group. The appointments will be subject to continued funding from the Department of Education and Science — the Authority currently has a commitment to 31st March 1990. Both posts carry Essential Car User status.

APPLICATION FORMS, to be returned by 27th April, and further details, are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel: Bolton 391632). Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.

An Equal Opportunity Employer

YOUTH & COMMUNITY
continued

NORWICH

DIOCESE OF NORWICH RESIDENTIAL CENTRE THE HOLMSTEAD CONFERENCE HOUSE

Required for September 1987.

Applications are invited from married couples to manage this thriving Centre near the Norfolk Broads catering primarily for young people.

The successful candidates will have Christian commitment, enthusiasm, a sense of humour.

The Warden must have proven ability in working with young people and management skills. He or she will be a member of the Diocesan Youth team and may be lay or ordained.

The Assistant Warden will be responsible for 'housekeeping' including the oversight of the domestic staff.

Accommodation is provided.

Application forms and further details may be obtained from Mr. C.D. Davidson, Diocesan Director of Education, Diocesan Council for Education, Holland Court, The Close, Norwich NR1 4DQ.

Closing date: Thursday, 30th April, 1987. (06981) 440000

OXFORDSHIRE

COUNTY COUNCIL COMMUNITY EDUCATION TUTORS

1. N.C.II (4-8) Scale 4 £9,846-£11,046 under review. Suitably qualified and experienced persons are required from 1st September 1987 to join community education teams in developing creative and imaginative work with young people and to work with adults in contributing to continuing education in the following secondary school areas:

A. CHIPPING NORTON - full time.

B. (i) BURFORD - half time, (2) WOODSTOCK - half time.

C. BICESTER - full time or 2 half time.

Note: (i) Each half time post in B and C above could either be filled as half time posts or linked with a half time teaching post.

(ii) The half time posts in B could possibly be linked together in a full time post or to half time posts in schools where possible.

Further information and application forms from the Area Community Education Office, 11 West Bar, Banbury, Oxon OX16 9SE. Large s.a.e. essential.

Closing date: 27th April 1987.

An Equal Opportunity Employer. (09801) 440000

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT YOUTH AND COMMUNITY SERVICE CENTRE MANAGER
NEW HOUSE COUNTY YOUTH CENTRE
Sittingbourne
Salary Range - JNC Range 4 Points 3-9 (£11,685 - £13,029)

This challenging new post is based in one of the largest Youth and community premises in Kent. It provides participation opportunities to develop an extensive programme of social and sporting activities for young people. The Centre consists of a renovated social base with an attached impressive Sports Hall and Fitness Centre. The Manager will head up a team of full and part-time staff and have overall responsibility for the building and the programme.

A Staff Development Policy is operated within the Service.

Applicants should be either qualified and experienced Youth and Community Workers or Teachers. Experience of management of sports centres would be an advantage. For an informal talk about this post, please contact either Peter Moss (Area Youth and Community Service Officer) on Medway 407300, Ext. 231, or Andrew Linnell (Youth and Community Services Officer) on Sittingbourne 73333, Ext. 291.

Further details and application forms available from the Area Education Officer (2YC6/PB), North Kent Area Education Office, Mountbatten House, 28 Military Road, Chatham, Kent ME4 4JE.

Closing date for applications 24 April 1987. (04104) 440000

DIRECTORATE OF EDUCATIONAL SERVICES
YOUTH & COMMUNITY SERVICES

Senior Youth and Community Worker and Centre Manager

Grahame Park Estate

SALARY: PO1 £12,690 - £13,632 per annum inclusive

If you are a successful youth and community worker, looking for new challenges, this could be your opportunity.

The Senior Worker leads a Team of full-time and part-time workers in the Grahame Park area. Their responsibilities include a youth club, adventure playground, and community development through management of extensive community use of Local Authority premises.

You will need energy, experience and ability to build on the excellent progress made by the Team in recent years. For an informal discussion of the post, contact Peter Thorn on 01 202 2757.

Closing date 23rd April, 1987 Ref. ADM/196

Further details and application forms available from the Recruitment Office, London Borough of Barnet, 16/17 Sentinel Square, Brent Street, Hendon, London NW4 2EN. Telephone 01 202 8282, ext. 424 (01 202 6602 outside office hours).

(14338)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH barnet

Senior Youth & Community Worker

£10,683 - £11,967

Youth & Community Worker

£9,336 - £10,404

Suitably qualified and experienced youth and community workers or teachers are required for these two posts serving together the Bagshot and Camberley Centres.

The Bagshot Youth and Community Centre is a brand new provision due to open shortly and the Camberley Centre is well established on the Old Dean Estate. Both Centres are expected to operate a programme of Personal and Social Education and to provide a focal point for young people in Bagshot and Camberley respectively. The work is supported at both Centres by a team of youth workers (part-time) along with active management committees.

The senior post requires proven management skills whilst the second worker post may provide an opportunity for a recently qualified candidate or teacher making a career change. Surrey operates an INSTEP endorsed staff development policy. The County Council has a generous relocation assistance scheme, and temporary housing may be available.

Application forms and further details from Mr D Chilton, Senior Youth and Community Officer, NW Area Youth and Community Office, 9 Heathside Road, Woking, Surrey GU22 7EU. Telephone Woking 23533. Closing date 28 April 1987.

(14347)

SURREY COUNTY COUNCIL

WARWICKSHIRE
COUNTY COUNCIL

YOUTH SERVICE

YOUTH WORKER
PARK HOUSE YOUTH CENTRE

JNC Range 3. Points 1-5, currently £9,054 - £10,122

Applications are invited from suitably qualified and experienced men women for the above position based in Nuneaton.

The appointment is to the County Youth Service; the person appointed will join an area of workers headed by the Area Youth Officer.

Park House Youth Centre offers a wide range of youth activities, including provision for handicapped young people, girls' work and an Open Award Centre for Duke of Edinburgh. The building is also used for other Education and community groups.

This post has recently been reviewed as part of a complete review of the County's Youth Service. The person appointed will be joining an expanding service and will require energy, imagination and initiative to make his/her contribution to these exciting developments.

Application form and further details from the County Education Office (ref. SP/PAW/Park House Youth), 22 Northgate Street, Warwick CV34 4SR, by enclosing a S.A.E. 9" X 6" or Tel: Nuneaton 383815 for an informal discussion.

Closing date 1st May, 1987.

Warwickshire is an Equal Opportunities Employer. (09613) 440000

BRISTOL

THE KEYNSHAM METHODIST CHURCH THE KEY YOUTH CENTRE

Experienced applicants invited to apply for a challenging (grant aided) post as

YOUTH WORKER

(full-time)

JNC conditions of service Scale 3 1-5.

Full details and application form from John Morris (HAVC/KEY), Keynsham Park, Keynsham, Bath BA1 9AE. Tel: Bath (0225) 21406 (24 hour).

Closing date April 27th 1987. (09296) 440000

CHESHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION WORKER
£10,401 - £11,685

Applications are invited from suitably qualified and experienced people for the above post at Handforth Youth & Community Centre, Wilmslow, Cheshire. The Authority's commitment to its Community Education Policy will be reflected in the successful applicants background and experience. This is a re-advertisement and previous applicants will be re-considered.

Further details and application forms can be obtained from the District Education Officer, Cheshire County Council, County Offices, Chapel Lane, Wilmslow, Cheshire SK9 1PU. Closing date 24th April 1987.

All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability. (08874) 440000

Overseas Appointments

BERMUDA

WARWICK ACADEMY
Bermuda

Teaching vacancies for September, 1987 in INSTRUMENTAL MUSIC, FRENCH (to G.C.E. 'O' level) and Latin (to G.C.E. 'O' level).

Make application and submit necessary documents to Dr. Joseph Marshall, Headmaster, 117 Middle Road, Warwick PG01, Bermuda before April 17th 1987. (08231) 460000

FINLAND

A private School of Languages in Tampere is looking for TEACHERS OF ENGLISH to start August the 31st 1987. Good pay, accommodation and fare to Finland paid by the school.

Apply with c.v., tel. and photograph: Mrs K. Salo, Eurolex School of Languages, Puutarhakatu 8 A, 33210 Tampere, Finland. (08565) 460000

CHRISTIAN TEACHERS FOR AFRICA

To teach Biology, Chemistry, Agriculture, TESL, Arts and Commercial Subjects in Secondary Schools. Secondary teacher of the blind and Secretary instructors also needed.

Volunteer terms - two year contracts - air fares, preparation course, insurance and overseas allowance provided.

Apply to: Volunteer Missionary Movement, Shenley Lane, London Colney, St. Albans, Herts. AL2 1AB. Tel: Bowmansgreen (07271) 24854. (17282) 460000

EAST MALAYSIA

KINABALU INTERNATIONAL SCHOOL, Sabah, (m.c.r. 80, ages 3 to 13, British/Australian curriculum) requires for September an experienced teacher of lower junior classes. Would also ideally teach French for four periods a week to the older children.

Salary related to Burnham Scale 1, plus overseas allowance of about 150 pounds a month, with (single) housing and air fares provided. Initial contract 12 months.

Applications are being c.v. should be sent Kenneth Stebbing, Headteacher, Kinabalu International School, PO Box 12080, 88822 Kota Kinabalu, Sabah, East Malaysia. Further details will be sent to interested candidates. (09018) 460000

EXCHANGE

EXCHANGE. Teacher in remote school in Cassiar Mountains of B.C., near Yukon, Alaska, seeks one-year exchange, preferably Northern England. Assignment probably English, Social Studies at Junior High Level; French in elementary and Junior high level. J Dowell, Dease Lake, B.C., Vol 1L0, Canada. (08192) 460000

GREECE

International School requires qualified ESL teaching staff. CV, references, certificates, photograph and telephone numbers to be sent express to: Stamatios Andreadakis, ESL & Perfections, Kallithea 176-73 Athens, Greece. (08192) 460000

FINLAND

A private School of Languages in Tampere is looking for TEACHERS OF ENGLISH to start August the 31st 1987. Good pay, accommodation and fare to Finland paid by the school.

Apply with c.v., tel. and photograph: Mrs K. Salo, Eurolex School of Languages, Puutarhakatu 8 A, 33210 Tampere, Finland. (08565) 460000

GREECE

2 im English Teachers wanted. Thriving school, Tripolis, Greece 1.9.87 to 31.5.88. Furnished flat provided. C.V. Refs. Tel No. full length photo to Mr. A. Eliopoulos, Eng Land Inst, Sperantopoulou 1, Tripolis, Arcadia, Greece. (08534) 460000

Yokohama International School
requires for September 1987
a teacher of
General Science and Physics
to 1B level.

Teachers for classes in the 8–10 age range.

Ability for one teacher to take football would be an advantage. Applicants should have at least two years experience and would be required to participate in extra curricula activities and take pastoral duties. Single teachers or teaching couples preferred. The initial contract is for two years, air passage and baggage allowance are provided at the beginning and end of contract.

Applicants should write, sending brief resumé which should include the names of three referees to
The Headmaster,
Yokohama International School,
258 Yamate-Cho, Naka-Ku, Yokohama, Japan 231.

Interviews will take place in the United Kingdom in early May.

(03522)

Saudi Arabia Support Department

ENGLISH LANGUAGE TEACHERS

King Faisal Air Academy

High tax-free salaries

British Aerospace can offer immediate opportunities for qualified and experienced male English Teachers to join our staff at the King Faisal Air Academy at Riyadh, where our responsibilities include teaching English to cadet-students beginning their training in the Royal Saudi Air Force.

These are exceptional opportunities for teachers with the requisite qualifications and experience to earn high salaries, which will be *tax-free* subject to completing a minimum of one year's service in Saudi Arabia.

Applicants must be UK citizens and must be able to demonstrate all three of the following minimum essential requirements:

a first degree with English, Linguistics or Modern Languages as a main subject;
post-graduate certificate in education;
five years' teaching experience, of which three years must have been spent teaching English as a foreign language.

Successful candidates will work in well-equipped educational facilities as part of our large British expatriate staff in Saudi Arabia. In addition to the *high tax-free salary*, they will receive free accommodation, messing, medical-care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 035/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE
...up where we belong

OVERSEAS POSTS
continued

GREECE
EFL Teachers required for Athens, Thessaloniki, Provincial Towns and Islands for school year 1987/8. Applicants must have degree and/or teaching qualification. EFL experience preferred.
Please send C.V., photo, and self addressed envelope for Teachers in Greece, Tasliou 79, Zographou 157 71, Athens, Greece. (02815) 460000

GREECE
Two qualified teachers of english for private language school in Northern Greece. Ideal for couple.
Subsidised furnished accommodation provided. Good salary.
Letters of application, photos, c.v. and referees to D. Michalopoulos, Michalopoulos School of English, 24 E. Antistasis, Alexandria 50300, Lagadikia, Salonika, Greece. (08947) 460000

GREECE
EFL Teachers required for Athens provincial towns and islands for school year 1987/8. Degree and/or teaching qualification essential. Experience preferred.
Send c.v., photo, self-addressed envelope for early interview to Teachers in Greece, Tasliou 79, Zographou 157 71, Athens, Greece. (09952) 460000

ITALY

THE BRITISH CENTRE Venice
Invites immediate applications from experienced Graduate Teachers of E.F.L. for post starting in October, 1987. Experience of teaching children an advantage. Interviews in London in early May.
Please write, with c.v. and telephone number to: The British Centre, S. Marco 4267/A, Venice, Italy. Tel: 5285613. (09686) 460000

ISRAEL
TEL AVIV UNIVERSITY SCHOOL OF HISTORY
The Wiener Library Institute for German History
Fellowships 1987/88
The Program for Comparative History at Tel Aviv University offers post-doctoral and doctoral fellowships for the academic year 1987/88.
The Program brings together scholars from Israel and from abroad for a year of joint research on a selected historical theme. The Wiener library, with its archives, is the location of this program.
The theme for the coming year 1987/88 is:
Religious and Ethnic Minorities from the Early Modern Period to our times.
Scholars with doctoral degree in History or in a relevant field in the Humanities and the Social Sciences, or doctoral candidates working on a dissertation with a topic related to the above central theme, are invited to apply.
Letters of recommendation, a sample chapter from the doctoral dissertation, and an abstract of the planned research project should be attached to the application. Applications should be submitted by May 1st, 1987, to: Prof. Shulamit Volkov, Institute for German History (Fellowships for Comparative European History), Tel Aviv University, Tel Aviv 69978, Israel. (04035) 460000

ITALY

INTERNATIONAL SCHOOL Venice
Invites applications from suitably qualified and experienced reception class and junior school teachers for posts starting in September 1987. Interviews in London in early May.
Please write, with c.v. and a telephone number, to: The Bursar, Centro Marco 4267/A, Venice, Italy. Tel: 5286612. (09685) 460000

ITALY
E.F.L. teachers required full-time in north - west Italy (Genoa) from October 1987. National contract terms. Candidates should be young (max. 28) graduates with T.E.F.L. experience.
Write for details and application form to British a.n.c., Via Ceccardi 1, 16121 Genoa, Italy. (09981) 460000

MALAWI
CHRISTIANS ABROAD
Qualified and experienced teachers, with Christian commitment, in Science and Mathematics, are required for secondary schools in Malawi.
Two year contracts which could be extended, will commence in September 1987. Return air fares, accommodation, local salaries and Sterling supplement plus other allowances for single or married personnel.
For further information contact: General Secretary, Christians Abroad, 11 Cartwright Street, London E1 7NH. 01-222 9161. (09517) 460000

NAMIBIA
Quaker Peace & Service requires an experienced Secondary School teacher for a very rural Church School, 350 kms from Windhoek in Namibia, to teach English. Would suite single person. The appointment would be for 2 years.
For further details please contact Alma Herding, Service Projects Secretary, Friends House, Euston Road, London NW1 2BJ. Tel: (01) 387 3601. Ext. 40. (09978) 460000

ITALY
INTERNATIONAL SCHOOL OF TRIESTE
Italy
has the following vacancies in the Jr. High and High School level for the 1987/88 school year:
1. Mathematics-Computer Science. 2. English-History (plus Drama).
We offer a two year contract, round trip transportation (medical and dental care. Salary range from 16 to 20 million lire.
Candidates should have minimum 3 years of high school or O/A level experience.
Interested applicants should send resumes, recommendations, cover letter and picture to: Peter Metzger, Vice-Director, International School of Trieste, Via Conconello 16, Trieste, Italy. (09463) 460000

SPAIN
THE ENGLISH MONTESORRI SCHOOL
Madrid, Spain
A British Mixed, Day School. N.O.R. 500. ages 3 - 14 years
Required:
1. A teacher of the 3 - 5 age range.
2. A teacher of the 7 - 9 age range interest in Primary Mathematics or BBC Econat Computers would be an advantage.
3. 2 teachers for the Lower Secondary age range with interest in History or Science.
4. A Physical Education teacher to cover the full age range.
Teaching in private bilingual education abroad is a demanding job. Only qualified, adaptable teachers, with at least two years' teaching experience should apply. to: The Headmaster, T.E.M.S., Eduardo Vela, 10 Aravaca, 28023 Madrid.
Please include a c.v. and the telephone numbers of two referees. Interviews will be held in later April early May. (09331) 460000

SPAIN
MADRID
British Primary School requires for September 1987 qualified primary teachers for Junior and Infant classes (mixed sex). Preference will be given to the Headmistress, Hazel School, Pasaje de la Concha 204, Madrid 28035. Please enclosing C.V., the details of two referees, a copy of any testimonial and recent photograph. For further details please request. (09867) 460000

SPAIN
E.L.A., MADRID (Tel: 4355835)
Suitably qualified candidates offered immediate TEFL contracts for academic year 87/88. Interviews at Mount Hotel, London (01-723 8040) 24 & 25 April 9.30-1.00 & 3.30 to 6.00 and 27 April from 10.00 to 15.00.
Contact Mr D. Spaddon or Mr W. Robinson in London (from 24 April) or in Madrid. (09636) 460000

TURKEY EFL TEACHERS

1- English Teachers with EFL and Literature required for Sept. 87 SY.

A well-known private secondary school needs teachers with P.G.C.E. and mother tongue is English.

Free accommodation, 45 days in Summer and 15 days in Winter paid vacations.

Written application with CV and a recent photo to ÖZEL TÜRK LISESI ATTN: Head of English Department KÖPRÜ-IZMIR-TURKEY not later than May 1st. (14364)

Falcon College Zimbabwe

Independent boarding school for 400 boys aged 12 to 18 near Bulawayo, requires:

CHEMISTRY MASTER: For Cambridge 'A' level September 1987.

MATHEMATICS MASTER: For Cambridge 'A' level January 1988.

Candidates should be well-qualified, preferably with two years' experience and should be sports enthusiasts. Single males preferred or teaching couples with children over 11 years.

Salary on local scale plus benefits including housing, board, leave pay, fares. Contract 3 years.

Interviews in London early May.

For further details and an application form, please apply to Mr F J Smith, Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0161. (14365)

Gabbitas-Thring

OVERSEAS POSTS
continued

SPAIN
TEACHERS of ENGLISH required for immediate or future commencement mid-September.
For further details contact Miss J. Hughes, 36 Chesterfield Rd., London W4 Tel: 01-995 2956 (after 4.30 p.m.). (09544) 460000

SPAIN
Our research has found a demand in the market for a Business School on the Costa-Del-Sol.
If you want to live in the sun all year round and be your own boss under protection of the E.E.C., we invite qualified teachers (maths, social sciences, computers, languages, law and P.E.) to join our cooperative school. co-ed. (10-18 yrs).
Requirements:- Investment of £5,000.
The offer is limited to ten successful candidates only. Closing date June 15th.
Please send c.v. and covering letter to: J. Chaplin, 495 Lincoln Road, North Hykeham, Nr. Lincoln. (09693) 460000

SPAIN
IZARRA INTERNATIONAL COLLEGE
A well-established Spanish boarding school near Victoria, is opening a separate English section in September.
Applications are invited from suitably qualified and experienced teachers for the following positions:
Infant teacher (4-6 years).
Junior teacher (7-10 years).
Secondary teachers of Mathematics, Humanities, I.T. and other subjects, prepared to combine teaching with homework duties. Joint applications from married couples particularly welcome. Some spanish desirable.
CV and letter of application to College Director, 2 Churchwater Avenue, London SW1P 3EL. (09931) 460000

THE NETHERLANDS
THE BRITISH SCHOOL IN THE NETHERLANDS (BSN)
(HMC, Independent Infant/Junior School, 650 pupils, mixed age range 3½ - 11 yrs).
Applications are invited for well qualified, experienced and committed teachers, prepared to participate in sports, curricular activities of the school for the following vacancies for September 1987.
Two junior class teachers
Three Infant Class Teachers
Applications by letter, enclosing a curriculum vitae including full details of qualifications and experience, recent photograph and names and telephone numbers of two referees to be submitted to the Headmistress of the Junior School, Tapijtzwaa 10, 2597 KH The Hague, The Netherlands. Details of the school will be sent to short listed candidates. Interviews will be held in London in the middle of May and appointments will be made as soon as possible thereafter. (09913) 460000

U.S.A.
Washington International School seeks for September 1987 an Upper School Assistant Principal (grades 7-12, age 13-18). The candidates should have several years teaching experience with international experience/culture. Responsibilities include administration, student affairs and activities, supervision of Pastoral Care programme.
For further details and application (form please contact European Council of International Schools, 21B Lavant Street, Petersfield, Hampshire GU32 3EL. (08734) 460000

WEST GERMANY
E.F.L. teacher wanted for busy language school in Paderborn, West Germany.
Flight paid. Furnished accommodation available, to start A.S.A.P.
Ring for further details 0049-5251-72841. (08683) 460000

WORK IN SPAIN THIS SUMMER
- Teaching and sports staff required for our children's courses in N.E. Spain. Hard work, great fun and lots of sun! Send C.V., photo and tel. number to Mr R. Norris, Paseo Manuel Girona 12, Barcelona 08034, Spain. (08925) 460000

TEACHING IN THE USA: It's easy to achieve once there! Our Guide gets you over each hurdle. Exodus 01-987 0344. (35141) 460000

Administration
Local Education Authority

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE DIVISIONAL CAREERS OFFICER
£18,177 - £13,119
Following a promotion, applications are now invited for the post of Divisional Careers Officer for Bracknell and Wokingham to be based at Bracknell.
This area is one of considerable change and development and offers an excellent opportunity for qualified and experienced Careers Officers to manage a division. Salary Scale £18,177 - £13,119, car allowance and assistance towards removal expenses available.
For fuller particulars and application forms apply (SAE) Director of Education (C) Shire Hall, Shinfield Park, Reading RG2 9XE.
Closing date 27th April.
An Equal Opportunity Employer. (08391) 480000

BUCKINGHAMSHIRE
An Equal Opportunity Employer
TVEI - EXTENSION AREA CO-ORDINATORS (3 POSTS)
Based in High Wycombe, Amersham, or Aylesbury
Salisbury (Headteacher Group 7)
Required for September 1987
These demanding posts require a strong leadership and curriculum development specialist experience in similar posts in schools/colleges, the capacity to advise, work with and organise consortia arrangements.
The Authority regards TVEI Extension as a significant opportunity to support and enhance the curriculum of young people aged 14-18.
Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ (Tel: Aylesbury 396000, Ext. 8128).
Closing date for applications: 1st May 1987. (08321) 480000

ESSEX COUNTY COUNCIL
EDUCATION DEPARTMENT
CAREERS SERVICE
SENIOR CAREERS OFFICER
GRAYS CAREERS OFFICE
£10,569 - £11,271 + £225 Outer Fringe Allowance
POST NUMBER: C0878
In addition to the normal duties of a Careers Officer, the Senior Careers Officer will be responsible for the general organisation and administration of the Careers Office.
Candidates should hold the Diploma in Careers Guidance and have suitable experience within the Careers Service.
CAREERS OFFICER (MAIN GRADE) - HARLOW
POST NO. C0816
SCALE 4 OR 5 £7,311 - £8,175 or £8,351 - £9,216 plus £225 Outer Fringe Allowance
SCALE 4 OR 5 £7,311 - £8,175 or £8,351 - £9,216 plus £225 Outer Fringe Allowance
Applicants who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.
Good progression prospects to senior posts.
CAREERS OFFICER (MAIN GRADE) - BRENTWOOD
POST NO. C0866
SCALE 4 OR 5 £7,311 - £8,175 or £8,351 - £9,216 plus £225 Outer Fringe Allowance
Applicants who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.
Good progression prospects to senior posts.
Closing date: 24th April 1987 for the above posts.
Application forms and further details are available from (s.a.e. please) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD (Chelmsford 267222, Ext. 2626).
Generous relocation expenses payable in approved cases. (09774) 480000

SUDAN

KHARTOUM INTERNATIONAL HIGH SCHOOL (KHARTOUM SCHOOL TRUST LTD) KHARTOUM, SUDAN

Head Master, Upper School, E.M. Batchelor, M.A.

Headmistress, Lower School, H.M. Young, O.B.E.

A developing, coeducational English-medium School modelled on the English private school system leading to London O-Level examinations. The present roll is 160, ages 5-17. The class size is limited to about 20 pupils.

Suitably qualified and experienced staff of either sex are required to fill the following vacancies as from 1st August, 1987:

1. Senior Teacher/Teacher of Chemistry with some Mathematics.
2. Senior Teacher/Teacher of Geography with some English or History.
3. Senior Teacher/Teacher of English.
4. Junior Teacher of English.
5. Teacher for 6-8 year-olds in the Lower School.

The post of Deputy Headmaster is vacant, applicants for posts 1, 2 and 3 may be considered for that appointment.

Terms include a salary component payable in US Dollars to appointee's account abroad, free furnished accommodation (hard furnishings), paid summer leave, free air passage annually, free outpatient treatment at a private nursing home, free tuition for up to two eligible children at the School. Contracts are for a two year period extendable. Placement on salary scales according to qualifications and experience. Senior appointments are normally on Grades 3-5.

Local basic salary components with annual increments for Grades 3-8 are Pounds Sudanese 11065/11935, 9965/10935, 8855/9735, 7635/8635, 6995/7315 and 4358/5775 respectively.

Corresponding hard currency components for single, or married but unaccompanied teacher are US Dollars 4224/4754, 3960/4356, 3498/3994, 3030/3498, 2398/2926 and 1815/2310.

For married and accompanied teachers US Dollars 7326/7854, 6468/7260, 5874/6402, 4950/5610, 3957/4828 and 2995/3812.

Local salary is considered sufficient for comfortable living at present.

For further particulars please send large s.a.e. to Headmaster/Headmistress, Khartoum International High School, c/o Box No. 00693, T.E.S., Priory House, St John's Lane, London EC1M 4BX. Applications in duplicate with c.v. and names and addresses of three referees by letter to the same address within two weeks of the date of this advertisement. Interview in London in first half of May. (14387)

King Fahd University of Petroleum & Minerals

DHAHRAN, SAUDI ARABIA

ENGLISH LANGUAGE CENTRE

Since 1963 the E.L.C. has been responsible for preparing approximately 1000-1400 male students per year for study in all-English-medium technical courses leading to the B.S. degree in science, engineering or management. The Centre currently employs some 70 teachers (British, American, Canadian, Australasian and Irish) and is expected to expand. The programme is biased towards English for academic purposes. Well-equipped language labs, 5 audio-visual studios and 60 IBM PC's for CALL use form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced teachers of English as a foreign language as of September 1987. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and to which they are encouraged to contribute ideas and materials.

Qualifications: 1. M.A. in TEFL/TESL or Applied Linguistics. OR 2. A one-year, *full-time* postgraduate diploma in TEFL or TESL from a recognised University.

Experience: Minimum two years' teaching experience in TEFL/TESL overseas.

Starting Salary: Competitive salaries depending on qualifications and experience. Details at interview time. Salaries free of Saudi taxes.

Additional Benefits:
1. All appointments are either single or married status.
2. Rent-free, air-conditioned furnished accommodation. All utilities provided.
3. Gratuity of one month's salary for each year worked, payable on completion of final contract.
4. Two months' paid summer leave each year.
5. Attractive educational assistance grants for school-age dependent children.
6. Transportation allowance.
7. Possibility of selection for University's ongoing summer programme and evening programme with good additional compensation.
8. Outstanding recreational facilities.
9. Free air transportation to and from Dhahran each year.

Contract: For two years–renewable.

DEAN OF FACULTY & PERSONNEL AFFAIRS
KING FAHD UNIVERSITY OF PETROLEUM & MINERALS
DEPT: 860/TES/6703, DHAHRAN–31261
KINGDOM OF SAUDI ARABIA

Posts Overseas

Colombia

The British Council, Bogotá
Assistant Director of Studies
Duties: responsibility for professional co-ordination of the English teaching operation; shared responsibility (with DTO Manager) for administrative duties and course planning, development and marketing; 10 hours teaching a week.
Qualifications: degree or teaching qualification; RSA Dip TEFL or PGCE TEFL; minimum 4 years' TEFL experience (at least 2 years overseas); conversational Spanish.
MA (Applied Linguistics/TESOL) and DTE experience at Senior teacher level desirable.
Salary: $9,000-$11,500 p.a.
Benefits: airfares; baggage allowance; settling-in allowance; rent subsidy; 8 weeks' leave p.a.
Contract: 2 years, renewable, commencing September 1987.
Closing date: 1 May 1987.
Reference: 86 D 118 T

Mongolia

University of Ulan Bator
Lecturer in English
Duties: to teach all aspects of English Language to University students and staff.
Qualifications: degree plus TEFL qualification (preferably RSA Dip TEFL); at least 2 years' TEFL experience.
Salary: 1,300 Tugriks per month tax free (£1=5.32 Tugriks approx) plus $4,627 p.a. sterling subsidy paid in UK.
Benefits: free accommodation; free local medical care; superannuation contribution.
Contract: 1 year, renewable by mutual agreement, starting October 1987.
Closing date for applications: 1 May 1987.
Reference: 86 B 79 T

Key English Language Teaching Scheme
The KELT Scheme is part of Britain's Aid Programme to developing countries

Burma

Department of English, Institute of Foreign Languages, Rangoon
Post: Senior Lecturer in English.
Duties: teaching short ELT courses; testing.
Qualifications: UK citizens with a British educational background and a first degree, PGCE and MA in Applied Linguistics/TEFL; 10 years' ELT experience (at least 3 overseas).
Salary: £12,558-£17,093 p.a.
Overseas allowances: nil-£3,878 p.a.
Closing date for applications: 24 April 1987
Reference: 86 K 157 T

Department of English, Teacher Training College, Rangoon
Post: Senior Lecturer/Co-ordinator in English.
Duties: ELT and methodology teaching; co-ordinating teacher training.
Qualifications: UK citizens with a British educational background and a first degree, PGCE and MA in TEFL or Applied Linguistics; 10 years' overseas TEFL experience; 5 years' teacher training.
Salary: £12,558-£17,093 p.a.
Overseas allowances: nil-£3,878 p.a.
Reference: 86 K 158 T

Department of English, Teacher Training College, Moulmein
Post: Senior Lecturer in English
Duties: ELT and methodology teaching.
Qualifications: as for Senior Lecturer/Co-ordinator in English, Rangoon, but only 5 years' overseas TEFL experience and 3 years' teacher training required.
Salary: £10,858-£15,183 p.a.
Overseas allowances: nil-£3,701 p.a.
Reference: 86 K 159 T

Benefits for the above posts: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowances; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA

The British Council

THE INTERNATIONAL SCHOOL OF MILAN

This prestigious school, founded in 1958, provides an essentially British education for 550 children aged from KG to 18 years. The following vacancies exist for well qualified and committed teachers for September 1987, and PACES Recruitment Consultants have been asked to invite applications for:

1. TEACHER OF COMPUTER STUDIES to GCSE preferably with Maths to 'A' level
2. TEACHER OF ECONOMICS TO GCSE AND 'A' LEVEL with subsidiary 11-14 Geography.
3. TEACHER OF CHEMISTRY TO 'A' LEVEL
4. BOYS' PE (11-18) with 11-13 science.
5. GIRLS' PE (11-18) with 11-14 social studies.
6. DEPUTY HEAD, ELEMENTARY SCHOOL to be class teacher for class 3 or 4 with special responsibility for Maths and Computers.

For further details and application forms, please send a large stamped addressed envelope to Department M, PACES 8b Eccleston Gardens, St Helens, WA10 3BN. Closing date 24 April 1987. Interviews in UK in mid-May. (14386)

TEACHING POSTS ABROAD

University of Selçuk, Konya/TURKEY requires qualified teachers of EFL/ESL of British Nationals for about ten posts in various faculties.

The minimum qualifications required:
i. a BA
ii. a PGCE, TEFL/TESL diploma
iii. two years' experience of teaching
iv. Candidates with qualifications of English Literature preferred.

Travel expenses to Turkey covered.

Five times as much salary than the Turkish teachers of equal qualifications.

The contract yearly extended on request.

The applicants will be interviewed in England and the applicants will be informed of the time and place.

The expenses for the interview are to be met by the candidates.

Applications should be made to the address below until the end of June with curriculum vitae and other officially registered certificates.

Doç. Dr. Hüseyin GÜMÜŞ, Selçuk Üniversitesi, Yabancı Dil Bölümü, Konya 42040/TURKEY (14318)

KING'S COLLEGE MADRID

Wanted for September 1987

Teacher for Mathematics
Graduate required to teach to G.C.S.E. and A level G.C.E. level including applied Mathematics.

Resident Teacher for General Subjects
in the Middle School age range (9-13 years).

Teacher for Infants
An experienced Teacher required for this flourishing department.

King's College is an Independent Day and Boarding School with 920 pupils between 3-19 years.

The School is housed in modern purpose-built premises in 8 acres of ground in the countryside near to Madrid.

Applications with full c.v., addresses and telephone numbers of two referees (including present or most recent employer) and photograph should be sent to the Headmaster, King's College, AVDA. STUYCK, 1 28016 Madrid. As soon as possible.

Interviews will be held in London in May. (14304)

SOUTH KOREA
SEOUL BRITISH SCHOOL

The Seoul British School is a small Primary School with 73 children on roll. A vacancy has arisen for a male teacher who is ambitious and who wishes to teach abroad for the post of:-

Teacher for the Upper Juniors

The successful candidate would probably currently be looking for a Deputy Headship and as part of his responsibilities he would be responsible to the Headmaster for the senior section of the school. He would be expected to develop the curriculum upon already agreed lines.

An attractive salary package is available for a suitable candidate.

For application forms and further details please send stamped addressed envelope to Department K, Paces, 8B Eccleston Gardens, St. Helens WA10 3BN.

Closing date 24.4.87. (14368)

Teachers of English, Science, Maths

What a job we have finding you!

Skills taken for granted in this country are vital to members of poorer Third World communities.

In a world which by and large does nothing about poverty and injustice (let alone hunger), VSO volunteers work directly with those seeking to become more self-reliant.

No one can change the world But as a VSO volunteer, you could make a world of difference

VSO is looking for teachers to teach English as a Second Language, Science and Maths. We have received requests from Kenya to work in small, recently established "Harambee" schools; Malawi to teach in Government Day Secondary Schools; Papua New Guinea to work in rural secondary schools; Tanzania to support "education for self-reliance" in secondary schools; Zimbabwe to work in newly-established district secondary schools. For some of these posts a teaching qualification is required and teaching experience is often an advantage.

You should be without dependants and willing to work for the local rate of pay. Postings are for two years – although many choose to stay longer – and most U.K employers should be prepared to grant leave of absence

For more information please complete and return.

I'm interested I have the following training/experience:

Name

Address

TES 210-4

VSO Carrying the World Forward

VSO SUPPORTS WALK FOR THE WORLD

Post to. Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

(24p S A E appreciated)

ASSISTANT EDUCATION OFFICER

Principal Officer Range £17,916 – £19,080 plus London Weighting

Applications are invited from graduates with successful teaching or lecturing experience and previous administrative experience, preferably in a local authority, for this senior appointment, which carries responsibility for secondary schools, youth service and related matters.

The Authority is currently reviewing secondary and post 16 provision, and the successful applicant will, as a member of the Director's Senior Management Team, be expected to play a formative role in the development of secondary education. A proven record of initiative, common-sense, and capacity for hard work will be looked for.

(Ref: Staffing/LG/329)

Closing date: 14 days from the appearance of this advertisement.

ADVISOR FOR INFORMATION TECHNOLOGY,

Headteacher Group 8, £17,511 – £18,999 inclusive of London Weighting

Applications are invited for this important post from candidates with relevant and proven experience in education computing. The Havering Education Computer Centre, with a national reputation for the development of JIIG/CAL and other projects, provides a good base for curriculum development and INSET for Primary, Secondary and Further Education.

The successful applicant will be expected to lead in developing the computer as a teaching aid across the curriculum, in evaluation of appropriate software and to offer technical support and advice.

(Ref: Staffing/LG/330)

Closing date: 2 weeks from the appearance of this advertisement.

ADVISER FOR PHYSICAL EDUCATION

Headteacher Group 8 £17,511 – £18,999 inclusive of London Weighting

This vacancy arises from the promotion of Joan Greenfield to Chief Adviser in another Authority.

Applications are invited for this post, the holder of which will share in the responsibility for the development of all aspects of Physical Education in the Primary, Secondary and Further Phases. An exciting variety of opportunities exist in Havering for young people to experience a wide range of outdoor activities. In addition to the specialist advisory role, the successful applicant will be expected to take responsibility for the development of Health Education and Equal Opportunities.

(Ref. Staffing/LG/328)

Closing date: 2 weeks from the date of this advertisement.

Havering

Further details and application forms for the above posts are available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR Telephone: Romford 66999, extension 4551. (Please quote appropriate ref. number)

(14326)

ADMINISTRATION L.E.A. continued

EDUCATION DEPARTMENT

Chief Inspector

Soulbury HT 13 Salary £23,442–£24,903

Applications are invited for this third tier post in the Education Department responsible for leading and managing the 80 strong team of Inspectors and advisory staff of the Education Service in Kent.

Candidates must have experience of inspecting and advising schools and/or Colleges and of holding responsibility at a senior level in Schools or Colleges.

Inspector
Primary, Science and Technology

Soulbury HT 10 Salary £19,260–£20,766

Applications are sought for this new post as Inspector for Primary and Science and Technology. We need sound experience of primary teaching management with proven expertise in this area of the curriculum.

Inspector
Modern Languages

Soulbury HT 9 Salary £18,075–£19,587

Applications are invited from German Specialists with good and recent teaching experience at least to Head of Department level.

Further particulars and application forms returnable by 1st May are available from Brian Oatley County Education Officer, (Reference PT), Education Department, Springfield, Maidstone, Kent ME14 2LJ. Telephone Maidstone (0622) 671411, ext. 2509.

(02288)

KENT COUNTY COUNCIL

Leicestershire

EDUCATION DEPARTMENT
ADVISORY SERVICE

ADVISERS

Salary Soulbury GP 8

Required from September 1987 in connection with the Authority's TVEI Submission.

1. **PERSONAL AND SOCIAL EDUCATION** — to be responsible for advising on the development of Personal and Social Education programmes in the LEA's schools and colleges. Particular importance is attached to the contribution of PSE to the 14-18 core curriculum and to its links with the Records of Achievement and Careers Guidance for all students. The post will involve working in teams with colleagues in the Advisory Service.

2. **ASSESSMENT AND RECORDS OF ACHIEVEMENT** — to be responsible for advising on LEA wide developments in assessment and Records of Achievement.

Assessment across the 14-18 age range, including GCSE, AS, AL, pre-vocational and vocational, will be the focus, also assisting schools and colleges in developing assessment policies which draw together the various assessment initiatives.

The LEA has wide experience of Records of Achievement and is looking for an Adviser who can co-ordinate the rationalisation of student records across the LEA.

3. **BUSINESS EDUCATION AND COMMUNITY INDUSTRY LINKS** — to be responsible for advising on Business Education in the curriculum through both full course and modular developments. A key concern will be the part economic literacy plays in the core 14-18 curriculum. There will be a team of Advisory Teachers to assist in this work as well as in the promotion of community industry links.

4. **OUTDOOR AND RESIDENTIAL EDUCATION** — to assist with advising schools and other establishments on matters concerning outdoor education and residential education. Candidates should have a particular knowledge of at least two areas of outdoor education and a good working knowledge of all national schemes. The work will also involve inspecting residential centres, helping teachers plan residential work, both through personal contact and through INSET.

5. **TECHNOLOGY** — The successful candidate will work alongside Advisers in Science/Technology and Design/Technology in the development of technological experience both within courses and across the curriculum. There are a number of Advisory Teacher posts in the area of technology and the ability to work collaboratively in teams will be essential.

6. **COMPUTER EDUCATION AND INFORMATION TECHNOLOGY** — With experience either at Head of Department level or in an Advisory capacity. The successful applicant will join a well established Computer Education/Information Technology Advisory Team and plan a leading role in the refining and implementation of the Authority's policies for Information Technology.

These posts are for a fixed period of 5 years.

Further particulars available from the Director of Education, Room 25, County Hall, Glenfield, Leicester LE3 8RF. Please telephone (0533) 317677/8. Closing date: 24th April 1987.

EQUAL OPPORTUNITIES POLICY Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Qualified applicants will be guaranteed an interview if suitably qualified or experienced, and supported by a recognised agency e.g. S.D.R.D.

Oxfordshire County Council

AN EQUAL OPPORTUNITY EMPLOYER

Nursery places for children aged 6 months to 5 years may be available at a day nursery in Oxford run by the St. Thomas Day Nursery Association

EDUCATION DEPARTMENT
Careers Service

Appointment of Trainee Careers Officer

Salary within the Scale: £5,880–£7,158

Applications are invited from candidates over the age of 22 to be seconded on salary, plus approved expenses, to a one-year course of training commencing in September 1987, leading to the Diploma in Careers Guidance. Preference will be given to individuals who have already obtained a place on a course starting in the Autumn of 1987.

Further details and application forms are obtainable from the Assistant Education Officer (Careers), Education Department, Macclesfield House, New Road, Oxford OX1 1NA. (Telephone Oxford 815272).

Completed forms, together with a supporting letter of application should be returned within two weeks of the appearance of this advertisement.

(17121)

Suffolk County Council

EDUCATION DEPARTMENT

AREA CAREERS OFFICER

Southern Area
Post No: E422
Salary: M1 £11,952 - £12,894 per annum

Applications are invited from suitably qualified and experienced Careers Officers to head a staff of 28 in the Southern Area of the County from the Ipswich base, which also staffs part-time caller stations at Woodbridge and Felixstowe.

As a member of the senior management team the postholder will contribute to the overall strategy of a service currently being restructured to meet the challenges of progressive educational policies in this attractive rural/coastal county.

Application forms and further details from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ (s.a.e. please). Informal enquiries may be addressed to Peter Green, Assistant Principal Careers Officer on (0473) 230000, ext 4363.

SENIOR CAREERS OFFICER (SPECIAL NEEDS)

Post No: E389
Scale 6 £9,513 - £10,184 per annum

Applications are invited from qualified and experienced Careers Officers for the above post based at Lowestoft Careers Office. The postholder will be responsible to the Area Careers Officer for providing a guidance and placing service to young people with special needs in the Northern Area.

Application forms and further details from the Area Careers Officer, Suffolk House, London Road North, Lowestoft (s.a.e. please). Informal enquiries may be addressed to Ivor Buckingham, Area Careers Officer on (0502) 62282.

The above posts carry an essential car user allowance and a full driving licence and ownership of a car are necessary. Schemes of assisted car purchase and relocation expenses are available.

Closing date for both posts Monday, 27th April 1987.

(14361)

WILTSHIRE COUNTY COUNCIL
Education Department

GENERAL SECONDARY ADVISER

(3 Posts)

Salary Scale: Soulbury (Burnham Head Teacher Group 9) £18,075 - £19,587 p.a.

Applications are invited for 3 posts of General Secondary Adviser from September 1987.

The persons appointed will work with secondary schools in an area of the county and play a major role in the TVEI Extension Project.

Applicants should have wide and successful teaching experience and the proven ability to deliver change and development in the curriculum.

Further particulars and application forms obtainable from Chief Education Officer (ST/N), County Hall, Trowbridge, Wilts. BA14 8JB (Tel: Trowbridge (02214) 3641 Ext. 2460) quoting reference E87/189. Closing date: 23rd April 1987.

AN EQUAL OPPORTUNITIES EMPLOYER

(14364)

Western Education and Library Board

Headquarters Office, 1 Hospital Road, Omagh, Co Tyrone, Northern Ireland

(REF V/44) ADVISER FOR TECHNOLOGY

Salary Scale: £18,075 - £19,587 per annum

The Board is the education and library authority for the western part of Northern Ireland with Headquarters in Omagh, Co Tyrone. As part of a planned expansion in curriculum support services it has initiated a major programme to develop technology in all its schools and colleges. This programme involves providing resources and support for both traditional and newer technologies and the establishment of a technology education centre. The Board wishes to appoint an adviser for technology, who will be responsible for promoting and developing design, materials processing, microelectronics, control and automation and who will be closely involved in the development of the centre. This is a newly created post demanding qualities of leadership and a strong commitment to the role of technology across the curriculum.

Applications are invited for the above post based in Omagh. The successful candidate will be a qualified teacher with proven experience in some or all of the above disciplines and have significant direct experience of curriculum development and of the organisation and/or delivery of inservice training courses.

Application forms and further particulars are available from the Personnel Officer, Headquarters Office, 1 Hospital Road, Omagh, Co Tyrone, Northern Ireland and should be returned not later than NOON Friday, 8 May 1987.

Please quote the reference number in any correspondence relating to this post.

(14318)

ADMINISTRATION L.E.A. continued

WILTSHIRE COUNTY COUNCIL
Education Department

SENIOR ASSISTANT EDUCATION OFFICER

(Schools)

Salary P O (12-15) £16,011 - £17,160

Applications are invited for this new post from September 1987.

The post will carry particular responsibility for the administration of TVEI extension and other development projects. There will also be an opportunity to work on a range of other issues involving schools across the county.

Applicants should be graduates with experience of teaching and LEA administration. The ability to develop new ideas and to work with a team of officers and advisers is particularly important.

Application form and further details obtainable from Chief Education Officer (ST/N), County Hall, Trowbridge, Wiltshire, BA14 8JB (Tel. Trowbridge (02214) 3641 Ext. 2460) quoting reference E.87/190. Closing date: 23rd April 1987.

AN EQUAL OPPORTUNITIES EMPLOYER

(14365)

EDUCATION DEPARTMENT

SENIOR COUNTY INSPECTOR

with special responsibility for English

Soulbury (Burnham HT10) £19,260 - £20,766 p.a.

Applications are invited from suitably qualified and experienced teachers for the above post which becomes vacant from 1 September 1987.

Generous relocation expenses payable in appropriate cases.

Application form and further details available from (sae please) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford. CM1 1LD. Tel: Chelmsford 267222, ext. 2626)

Closing date: 24th April 1987

(02296)

EDUCATION DEPARTMENT

Co-Ordinator
for In-Service Education and Training

(Soulbury Group 9)
Salary: £19,185 to £20,697 inclusive.

This is an important newly established post to develop and co-ordinate the Authority's INSET policy and activities across the Education Service including schools, colleges and youth and community. The post-holder will work as part of the advisory team and be accountable to the Chief Inspector of Schools. Applicants should be able to show sound relevant experience of teaching and advisory work.

Application forms and further particulars available from Chief Education Officer, Town Hall, Barking, Essex IG11 7LU (please enclose foolscap s.a.e.).

Closing date: 1st May 1987.

(17106)

London Borough of BARKING and DAGENHAM
an equal opportunity employer

CHALLENGING OPPORTUNITIES IN EDUCATION

INSPECTORATE Salaries c £22,000

The Inspectorate in Cambridgeshire has recently been restructured and now seeks nine new appointments to complete the team.

Applicants should have commitment, expertise, and enthusiasm for the various aspects of the role — generalist and subjects specific — within which they will support the work of the Education Service.

The posts contain four major elements.

1. the generalist or pastoral responsibility for a group of schools;
2. the development of curriculum and staff;
3. subject or curriculum area expertise;
4. evaluation and monitoring.

Applications are now sought in the following curriculum areas for appointment from 1st September 1987.

Humanities (2 posts)	Nursery/primary
Modern Languages	Religious Education
Community Education	Art & Design
English	Home Economics, Social & Health Education

Closing date 24th April 1987.

COMMUNITY EDUCATION

Following a Review of the Community Education Service and a re-organisation of posts the Authority wishes to appoint:

CAMBRIDGE HQ

ASSISTANT EDUCATION OFFICER
(Community Education) — £14,160 — £15,243 p.a.

PETERBOROUGH

ASSISTANT AREA EDUCATION OFFICER
Northern Area (Major responsibility — Community Education)
£12,556 — £13,663 p.a.

COMMUNITY EDUCATION OFFICER
(Area Development) — Northern Area (2 Posts)
£11,952 — £12,894 p.a.
Post 1: Peterborough
Post 2: Cambridge

These posts provide opportunities for persons qualified as teachers/youth and community workers to make a significant contribution to new and exciting development in the service and to enter educational administration.

Closing date 30th April 1987.

Further details and application forms for all the above posts available from Mrs. B. Rowlandson, Shire Hall, Castle Hill, Cambridge CB3 0AP.

CAMBRIDGESHIRE
An Equal Opportunity Employer

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
EDUCATION DEPARTMENT

CHIEF INSPECTOR

Salary – Soulbury Group 12
(currently, with OLA, £23,046–£24,495)

This is a new post in an Authority with a successful and expanding tertiary college, a well-developed adult and community college, 11–16 secondary schools which are maintaining or increasing their rolls, and a growing primary school population. The Authority has a TVEI project which includes within its ambit both the tertiary college and all secondary schools.

The Chief Inspector will lead a team of Inspectors which is in process of being expanded to encourage the development of a well-integrated education service which aims to meet the needs of the whole community.

S/he will organise and direct the work of all Inspectors and advisory teachers and the TVEI Unit, with particular initial attention to:

(i) developing and managing an extensive consultative machinery for professional review and up-dating of curriculum across the three main phases of the tertiary system;

(ii) developing systems for institutional evaluation and teacher appraisal;

(iii) developing a new pattern of INSET.

The Chief Inspector will be a second tier officer within the Education Department's senior management team.

Applicants should have substantial and varied teaching experience and be able to demonstrate proven success in team leadership.

Forms and further details from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB. Applications returnable to him (ref. IW/AH) by no later than Tuesday 21st April 1987.

(03599)

Temporary Careers Officer

£8,391 – £10,164

Required in the East Devon Area Careers Centre, Queens House, Little Queen Street, Exeter, in the absence of the postholder on maternity leave. You should be a qualified Careers Officer or studying for the Diploma in Careers Guidance.

Application form and job description from and returnable to Chief Education Officer, County Hall, Exeter EX2 4QG. Closing date 24 April 1987.

(03570)

DEVON

AN EQUAL OPPORTUNITIES EMPLOYER

DIRECTORATE OF EDUCATIONAL SERVICES
Careers Service

Temporary Careers Officer

SALARY: Scale 5/6 £9,129 - £10,902 per annum inclusive

If you are an experienced or newly qualified Careers Officer, you could be just the person we need in our Finchley Office for a temporary post of up to 40 weeks duration to cover maternity leave.

Your commencing salary will depend upon training and experience.

It is likely that a permanent post in the Service will shortly become available, for which you may be considered.

Closing date 23rd April 1987. Ref. ADM/E/585

Application forms available from the Director of Educational Services, Friern Barnet Town Hall, London N11 3DL. Telephone 01 368 1256.

(13468)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH barnet

Principal Officer (Information Technology)

(£11,952—£14,862)

This post has been created to play a leading role in expanding the application of Information Technology in Education Administration using terminals and P.C.s linked to a central IBM 43 81 mainframe in the County Treasurer's Department.

The person appointed is likely to hold a Degree or HNC, have at least five years' experience in a computing environment, preferably IBM. A knowledge of the needs of the Education Service would be an advantage.

Further particulars and application forms, to be returned by 24th April 1987, from the Chief Education Officer (Staffing Non-Teaching), Education Offices, Tipping Street, Stafford, ST16 2DH.

Trade Union Membership encouraged.

Staffordshire County Council

An equal opportu[illegible]

ADMINISTRTAION L.E.A. continued and ADMINISTRATION GENERAL

HERTFORDSHIRE
CAREERS OFFICER (TVEI) Stevenage
(£8,391 - £9,216 per annum) dependant on experience.
Experienced Careers Officer required to assist the Senior Careers Officer in her work within this pilot project.
Main duties co-ordination of work experience aspects within the project, and some generalist guidance duties. Although funded to August 1988 the person will be offered a permanent appointment within this large and expanding Careers Service. Generous re-location package.
Further details from County Careers Office, County Hall, Hertford (Hertford 585791). Closing date 24 April 1987. (09760) 480000

CUMBRIA
E.S.G. RURAL SCHOOLS PROJECT (Ambleside Area)
CO-ORDINATOR (Scale 3)
Required from Sept 1987 for 3 years. You will be expected to support, enrich and extend the curriculum in small rural schools. You will therefore be flexible in teaching approaches, possess special expertise in one or more curriculum areas and be able to work co-operatively with each school and across the schools in the group, promoting and facilitating development within an agreed framework.
Application forms and further details from the Director of Education, 8 Portland Square, Carlisle CA1 1PU (s.a.e. please). Closing date: 24.04.87. (09682) 480000

KNOWSLEY
SENIOR ADVISER WITH RESPONSIBILITY FOR THE ORGANISATION, DELIVERY AND EVALUATION OF GRANT-RELATED IN-SERVICE TRAINING
HEADTEACHER GROUP 10
Subject to the approval of Knowsley's bid to the Department of Education and Science, for a Comprehensive locally planned programme of INSET for teachers, lecturers, youth workers and educational psychologists, a co-ordinator will be required as soon as possible. This will be a major development programme and the successful candidate is likely to be able to offer evidence of some or all of the following:
- successful teaching/learning record
- an acute involvement in curriculum and organisational development
- organisation and management of complex educational/training programme
- proven skill in evaluating objectives-based innovations
- training and staff development expertise
- familiarity with the broadest range of contemporary curriculum issues
- the ability to relate and respond to a wide range of teachers, lecturers and educational managers
- willingness and flexibility to support a multi-faceted approach to INSET
- awareness of ways in which INSET needs can be identified and prioritised
- a high level of energy and commitment to office support, encouragement and stimuli to practitioners at all levels and departments in the Education Service
- high level communication skills

The post is likely to be based at the Teachers' Centre but the appointee will be responsible to the Borough Education Officer through the Principal Adviser, and will be a full member of the Advisory Team. The post is permanent and will be subject to APT & C Conditions of Service.
Application forms available from and returnable to the Manpower Services Officer, Municipal Buildings, Kirkby L33 1TX, by 24th April 1987. (09982) 480000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
VARIOUS SCHOOLS AND COLLEGES WITHIN THE AUTHORITY
ADVISORY TEACHERS FOR DCSS (one year opportunity)
Scale 4 and above
Please see block advertisement for Leicestershire County Council. (09662) 480000

WILTSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNTY STAFF DEVELOPMENT OFFICER
[illegible] 480000

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)

PICK-UP CO-ORDINATOR

Required for October 1987. The Authority has been successful in attracting Education Support Grant funding to appoint a Co-ordinator to have central responsibility for Re-training and Updating Courses directed Towards The Needs of Industry and Commerce.

We are seeking to appoint a motivated individual with a strong background in Further Education, and a good knowledge of industry. Salary will be on the Principal Lecturer scale £14,784 - £16,458 (subject to revision) with NJC conditions.

Application forms available from The Chief Education Officer, Weston House, 1 Trinity Road, Dudley, West Midlands DY1 1JB.

Applicants wishing to discuss the position informally may contact Geoff Daniels, Assistant Chief Education Officer (16+) on Dudley 53433, Ext. 4205. Forms returnable by 28th April, to the Chief Education Officer, ref. 04/CAD/MCW. (09716) 480000

PRINCIPAL UPPER SCHOOLS OFFICER
£17538-£18960 p.a.

Applications are invited for this demanding and challenging post within the 13+ Division. You will be responsible to the Assistant Director 13+ for the Authority's management support of its 24 Upper Schools. Duties will include arrangements for Governing Bodies, teaching and ancillary staff, and admissions. You will also play an important role in the 13+ Management Group, developing and implementing strategies for the wholes range of 13+ educational provision. Bradford is a large education authority involved in a wide range of pioneering initiatives. Your role in these developments will offer exceptional opportunities for career development.
You should be well qualified, enthusiastic and have at least three years' successful experience of managing and motivating staff at senior levels in the education service. Ref E29587/TES

This Council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel. (0274) 752536.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements.

City of Bradford Metropolitan Council

Industry/Education Liaison Advisers

Posts in the Manpower Services Commission

The Education Directorate (TVEI Unit) of the MSC wishes to make a number of additional appointments to complete its team of industry/education advisers.

Candidates for these demanding posts should:

—have held senior management responsibilities in industry, commerce or the public services;

—be committed to active collaboration between education and industry.

Posts will be located in a number of parts of the country but the responsibilities of all will include:

★ on a regional basis, giving advice and support to education authorities in the development of industry and education liaison with the aim of fostering close collaboration between education authorities and industry/commerce/public services so that the curriculum has industry's confidence;

★ maintaining contacts with organisations/individuals active in this field;

★ mounting workshops and other activities to disseminate effective practice;

★ reporting to and advising the Unit on progress and developments.

Advisers will be working closely with MSC Project Advisers, education authority personnel, and industrialists at both local and national level as well as with staff in the TVEI Unit; some travelling is therefore involved.

Appointments will normally be offered on a two year secondment basis with options for an extension up to a maximum total period of five years, though period appointments or consultancy arrangements may be possible. MSC invites applications from interested individuals, and from employers wishing to nominate a secondee.

For further details and an application form (to be returned by 27th April, 1987) write to Joanne Bellamy, MSC, CSP8, Room N207, Moorfoot, Sheffield S1 4PQ or alternatively telephone 0742 704626.

MSC Manpower Services Commission

The Manpower Services Commission is an equal opportunity employer and is firmly committed to equal opportunity policies. Applications are welcome from all suitably qualified individuals irrespective of sex, racial origin or disability.

WEA Southern District
District Secretary

Following the impending early retirement of Douglas Payne a vacancy will arise for a District Secretary. The Secretary is the chief executive officer of the District which covers four counties.

Experience in adult education and administration is essential.

The appointee will be expected to live in or around Southampton. A car and ability to drive essential.

Salary £15,096 to £17,796.

Duties to commence on 7th September, 1987.

Apply for full particulars and an application form to: The Secretary, WEA Southern District, 56 High Street, Southampton, SO1 0NS.

The WEA Southern District is an Equal Opportunities Employer.

(14378)

TVEI Regional Adviser

Posts in the Manpower Services Commission

The Education Directorate of the MSC wishes to make a number of additional appointments to its Project Advisory Team. Posts will be regionally based.

There are vacancies in the East and West Midlands, London, South East and South West regions in England, and in Scotland and Wales.

Responsibilities will include;

★ Advising LEA personnel, Groups of Heads and Specialist Staff on the aims and criteria of TVEI; and on the different strategies emerging for management of curriculum change and appropriate in-service training;

★ Monitoring activities in Schools and Colleges on the implementation of proposals, and reporting the Unit progress against contracts;

★ Mounting regular meetings and work shops of LEA personnel within the Advisers patch to disseminate effective practice and develop particular aspects of curriculum change;

★ Attending meetings with other Advisers and commenting on operational policy.

Advisers will be working closely with LEA project personnel and Schools and Colleges as well as the Directorate; and considerable travelling and nights away from home are therefore involved.

Candidates for this demanding post should be qualified Teachers/Lecturers with a strong commitment to curriculum development and a wide experience in education including experience at a senior level (Head/Principal in School or FE, Adviser with LEA or post of equivalent responsibility). Leadership qualities and effective interpersonal skills are important for this post.

Appointments will normally be on a two year secondment basis with options for extension up to a total period of five years, although period appointments or consultancy arrangements may be possible. MSC invites applications from interested practitioners and from employers wishing to nominate a secondee.

Further details and application form (to be returned by 27th April 1987) can be obtained from:— MSC, CSP8, Room N207, Moorfoot, Sheffield S1 4PQ, or alternatively telephone 0742 704626.

MSC Manpower Services Commission

The Manpower Services Commission is an equal opportunity employer and is firmly committed to equal opportunity policies. Applications are welcome from all suitably qualified individuals irrespective of sex, racial origin or disability.

Senior Education and Training Adviser

Manchester

...to provide an advisory service at local, regional and national levels on the provision of education and vocational training facilities.

You will visit establishments to appraise the state of workshops, equipment and classroom materials, teaching and standards; supervise expenditure on vocational training courses; develop and establish new facilities and liaise with outside bodies which influence the provision of education and training in a penal setting.

You should normally have a teaching qualification and experience of vocational/industrial training and of further education. Preferably you should also have a CGLI, HNC or equivalent technical qualification.

Salary: £11,850-£14,730.

For further details and an application form (to be returned by 5 May 1987) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours).
Please quote ref: G/7197.

The Civil Service is an equal opportunity employer

Home Office
HM PRISON SERVICE

Child Care

GLOUCESTERSHIRE
New Barns, a THERAPEUTIC COMMUNITY for 32 emotionally disturbed boys and girls from 7 to 14, where the adults live with the children in a very real sense, is looking for one or two suitably experienced additional RESIDENTIAL MEMBERS of the TEAM, willing and able to share very fully in the whole life and work of the community. Appropriate salary scales.
Homer Lane Trust, New Barns School, Church Lane, Teddington, Cheltenham, Glos. GL54 5DH. (082601) 540000

Educational Psychologists

HAMPSHIRE
SCHOOL PSYCHOLOGICAL SERVICE
EDUCATIONAL PSYCHOLOGIST
£10,170 - £17,148
The person appointed will be a fully qualified Educational Psychologist and will operate in the Mid-Hants Area based in Winchester. Applications from newly-qualified Educational Psychologists will be considered.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application forms and further details from the Education Personnel Unit, The Castle, Winchester SO23 8UG Tel: Winchester 53411, Ext. 455. Closing date: 30th April, 1987. Ref: CE/EP/AIII. (08729) 560000

Education Department
Yorkshire Dales/Cumbria
Balliol School, Sedbergh

Resident Social Worker (Group Leader)

£6,606-£9,834*

Resident accommodation comprises of self-contained, one-bedroomed flat adjacent to unit. Average sleeping-in allowance of approx £2,000 p.a.

Assistant Residential Social Worker

£4,536-£7,593, bar at £7,158*

To assist the Group Leader.

*Placement on salary scales dependent on age, experience and qualifications.

Two resourceful and sensitive people required to run a unit for 12 boys aged 10-13 at this residential school for emotionally disturbed boys of average ability.

You should be seeking to develop supportive relationships with young people and with other professionals. This challenging work offers an exciting opportunity to be part of a developing school where child care is regarded as a crucial element of provision.

These posts may suit a married or well-established couple.

Applications and further particulars (s.a.e. please) from the County Education Officer, Room 508, County Hall, Northallerton, DL7 8AE. Closing date: 27.4.87.

NORTH YORKSHIRE COUNTY COUNCIL

The Meadows Residential School, Hawthorn Lane, Coventry

Senior Care Officer

Salary £8,391-£9,216 with progression to £9,834 if qualified

A Senior Care Officer is required to manage seven care staff at the Meadows Residential School, which is a school for up to 46 boys experiencing emotional and behavioural difficulties.

The postholder will be involved in all aspects of the residential life of the school and applicants will be expected to participate actively in the development and well being of the school. Duties will also include related administrative tasks including writing case reports and the development of initiatives to cope with individual and group problems.

Applicants must have substantial experience with children in a residential environment and the ability to communicate effectively at all levels and preferably a CQSW or CSS qualification and a relevant supervisory background.

The Protection of Children Regulations apply to this post.

Application forms and further particulars from Director of Education, Non Tutorial Staffing, Room 116, New Council Offices, Earl Street, Coventry CV1 5RS.

Returnable by 22nd April 1987.

Please quote post reference number ED43/87 when requesting application forms.

We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

COUNTY EDUCATION DEPARTMENT

Educational Psychologist (Poole)

This post is available from the 1st September, 1987. The post will be based at Poole and cover part of the Eastern area of the County.

Temporary Educational Psychologist (Dorchester)

This post is available from 1st September, 1987 to the 31st March, 1988. The post will be based at Dorchester and cover part of the Western area of the County.

Salary for both posts within Soulbury £10,170 - £17,148 per annum (subject to review) according to qualifications and experience

Candidates should have an honours degree in Psychology (or equivalent), a teaching qualification, at least two years teaching experience and a postgraduate qualification in educational psychology.

Valid full driving licence essential for both posts.

Application forms returnable by 24 April 1987 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: Dorchester (0305) 204171.

For further information please telephone Mr R E Born, Principal County Psychologist on Bournemouth (0202) 743800 Ext. 1606.

(Please quote Post C04 13X for Poole and C04 16X for Dorchester)

(14308)

DORSET County Council

Dear Sir, I don't suppose you've seen the Advertising Standards Authority's new code.
We welcome complaints from the public about advertisements in the press, on posters, on the cinema. It helps us keep advertising standards high, but we don't mean to take a large amount of interest any and take the necessary action ourselves.
If you'd like to know more about our work, just receive a copy of the rules please write.
The Advertising Standards Authority. We're here to put it right.

EDUCATIONAL PSYCHOLOGISTS continued AND EXAMINERS

Educational Psychologist

£10,179 - £17,148 Plus London Weighting £795

Applications are invited from suitably qualified educational psychologists to join one of the teams in a lively and friendly School Psychological Service, based at the Summerfield Centre.

The successful applicant will be responsible for providing a service to a designated patch of schools.

Waltham Forest has a rich array of special provision and projects, and the successful candidate will have opportunities to develop creative and special interests, and to contribute to new service developments which are now taking place.

Please quote ref: G97/TES.

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of ethnic origin, sex, disability or sexual orientation.

Application form and job description from Recruitment Officer, Personnel Department, Town Hall, Walthamstow, London, E17 4JF. Telephone No. 01-531 8899 (24 hour answering service).

Closing date: 8th May 1987.

(02297)

Waltham Forest

Mid Glamorgan
COUNTY COUNCIL
Education Department

School Psychological Service, Rhymney Valley District

APPOINTMENT OF EDUCATIONAL PSYCHOLOGIST

Applications are invited for this post based at the District Psychological Centre, Maesglas, Old Gelligaer Village School, Gelligaer, Hengoed.

Applicants must be graduates of an approved university with a First or Second Class Honours or recognised equivalent degree in Psychology acceptable to the Authority, must have successfully pursued a recognised post graduate course in Educational Psychology and have at least 2 years' recognised full time teaching experience. (APT and C Conditions of Service).

Salary: Headteacher Grade 6/7 (Soulbury) £14,751 - £17,148.

Application forms to be returned by 1.5.87 obtainable on receipt of a stamped addressed, foolscap envelope from the Director of Education, Mid Glamorgan County Hall, Cathays Park, Cardiff, CF1 3NF. Tel. Cardiff (0222) 820232.

AN EQUAL OPPORTUNITES EMPLOYER (14312)

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board

GENERAL CERTIFICATE OF SECONDARY EDUCATION (MATURE) EXAMINATION

Appointment of Chief Examiners

(re-advertisement)

Applications are invited for the following appointments for the June 1988 examination. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the addresses indicated below to which completed application forms should be returned by 28th April 1987. Previous applications for these posts will be considered with any new ones received.

Community Studies
Details from: The Secretary, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

Economics
Religious Studies
Details from: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WXC1B 5DN.

(9264)

EDUCATIONAL PSYCHOLOGIST

Salary: £10,170 - £17,148
From 1st September 1987

A fully qualified Educational Psychologist is required for Oldham's School Psychological Service.

The successful candidate will provide a service to a group of schools, will work as a team member with support teachers and Education Welfare Officers, and will develop links with other services in the Authority.

An important requirement is the ability to support Headteachers in implementing their staff development policy, related to needs arising from the 1981 Education Act.

Oldham Psychological Service has well-established links with Manchester University and there are good opportunities for staff development.

Applications from Psycologists currently undergoing postgraduate training are welcome.

A casual user car allowance is payable.

Oldham is situated within easy reach of Manchester with its excellent road and rail links to all parts of the country and is bounded by the unspoilt beauty of the Pennine Chain.

Informal enquiries to Isobel Pilkington on 061 678 4280.

Application forms and further details are obtainable from: Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 6PP to be returned by Friday 1st May 1987. An Equal Opportunity Employer.

Assistance with Local Authority Housing available. (14392)

Oldham Metropolitan Borough — Education Committee.

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

Applications are invited from practising teachers in schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

1987 GCE Advanced Level
Assistant Examiners in English

1988 GCE Advanced Level
Assistant Examiners in Physics

GCSE
Chief Examiners in
Welsh First Language — Literature
Welsh Second Language — Foundation
Welsh Second Language — Extended

Assistant Examiners in
CDT: Technology
Computer Studies
Science

1989 GCE Advanced Level
Joint Chief Examiners in History

GCSE
Chief Examiners in
Catering
Photography
Politics and Government

Assistant Examiners in
Catering

Further particulars and applications to be returned by 1 May 1987 may be obtained from G. Lloyd Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations.

(14378)

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Appointment of Chief Examiner

Applications are invited for the following appointment for the June 1988 examination. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 30 April 1987.

SPANISH ORAL

Details from: The Secretary, East Anglian Examinations Board, 'The Lindens', Lexden Road, Colchester CO3 3RL. (14338)

EDUCATIONAL PSYCHOLOGISTS (FIVE POSTS)

Salary: £10,170 – £17,148

Applications are invited for four full-time and one-part post in the the County. Full time posts will be available in North Herts, East Herts and Mid Herts and the part-time post (.5) in Dacorum. All posts will be available from 1st September, 1987.

Applicants should have a good honours degree in psychology, adequate and relevant teaching experience and recognised training as an educational psychologist. Previous experience as an educational psychologist will be an advantage and starting salary will take this into account. Salary will be within the range £10,170 – £17,148 plus London Fringe Allowance where applicable.

There are frequently full and part time vacancies in the Authority for locum appointments. The qualifications and salary range for these appointments are as indicated above.

Informal enquiries about the permanent or locum posts may be made to the Principal Educational Psychologist, Miss D.A. Gibbs (Hertford 65 5759). Further details and application forms can be obtained from the County Education Officer (Ref: JWD), Education Department, County Hall, Hertford, SG13 8DF, applications to be returned not later than Friday, 1st May, 1987.

(03572)

Hertfordshire County Council
An Equal Opportunity Employer

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Applications are invited for the following appointments for the June 1988 examination. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience for Chief Examiner and three years for Coursework Assessor appointments. Application forms and further details may be obtained from the addresses indicated below to which completed application forms should be returned by 28th April 1987.

Chief Examiner Mode 2

Media Studies
Details from: The Secretary, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

Chief Examiners Mode 2

Geography
History (Themes of Modern World History)

Coursework Assesors

Economics
Details from: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. (9264)

Joint GCE O-level/CSE 1987

ASSISTANT EXAMINERS - ENGLISH

The Northern Examining Association has vacancies for Assistant Examiners for the 1987 joint examinations in English Syllabus A, Papers 1 and 2, for immediate appointment.

Further details and application forms can be obtained from:
NEA Examiner Appointments
Joint Matriculation Board
Manchester M15 6EX

NORTHERN EXAMINING ASSOCIATION

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointment:

Chief Examiner for June 1989

ADVANCED SUPPLEMENTARY LEVEL

FRENCH (Re-advertisement)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.

For application forms and further details write to: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 8th May 1987. Previous applications for this post will be considered with any new ones received.

(17117)

RE-ADVERTISEMENT

FOUNDATION FOR CONDUCTIVE EDUCATION THE BIRMINGHAM PROJECT

In collaboration with the Petö Institute in Budapest, the Foundation for Conductive Education is establishing a Project to train conductors, run conductive groups for children and adults and carry out basic research.

The Project is established in conjunction with the City of Birmingham, Dr. Bernardo's, the Parkinson's Disease Society, the University of Birmingham and others and will run four years. Staff will be based in Birmingham but will also spend periods in Budapest.

STUDENT CONDUCTORS (9 posts)

Student conductors should be good honours graduates *and qualified* teachers also have passed their probationary year. They will need to be physically fit, energetic and prepared to study and work hard for four years. To meet Hungarian requirements they should have some musical ability and be aged 25 years or below.

Academic and practical training will be provided in Budapest and in Birmingham throughout the four years of this project and students will run groups for young children and for adults. Continuation on the course is subject to annual examination and a diploma will be awarded by the Petö Institute on its successful completion. Salary according to Burnham Scale 1 or 2 (subject to review).

The Project will commence on 1st September 1987.

Teachers superannuation will be payable and the possibility of secondment for current employers will be passed as required. No previous experience in special education is expected: teachers with a background in nursery and primary education are especially encouraged.

Previous applicants need not re-apply.

Further particulars and application form from the Foundation for Conductive Education, The University, Birmingham B15 2TT.

Closing date for application: Friday 24th April 1987.

(14317)

TECHNICAL WRITING/LIAISON

A Scale 2/3 Teacher of Science/Technology is required from September 1987 to join a lively team responsible for producing the printed materials we need to enhance our ever-expanding range of products. A fair knowledge of existing UNILAB equipment is desirable. Interest, experience and flair in communicating with teachers and pupils through a combination of text and graphics are important qualities, while experience with computer-based techniques would be an advantage. The responsibilities would range from the writing of simple 'Notes for Use', full instruction manuals and catalogue entries, to responding to requests of a technical nature from our customers.

The post is based in Blackburn which is within easy reach of rural Lancashire, the Lake District and the Fylde Coast.

Application forms and further information from:-

UNILAB — The Managing Director, Unilab Limited, Clarendon Road, Blackburn, BB1 9TA.

Miscellaneous

A SALES CAREER with sun life of Canada offering an interesting and rewarding future combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants aged between 24 and 49 can be employed in the area of their choice. Phone 01-930 3400. Ext. 267, write Mr. S.J. Colley, 2/4 Cocksuir, Street, London SW1Y 5BH. (35507) 660000

COACHING APPOINTMENT The British Amateur Weight-lifters' Association Ltd., are considering the appointment of an Assistant to the Director of Coaching in the development of its Leaders Award which is designed to provide students with a qualification in the theory and practice of strength and health related fitness training and a high level of proficiency in teaching free and fixed apparatus weight training. Candidates should have appropriate qualifications in physical education and/or sports science and some experience weight training. The salary will be negotiable. Apply with relevant details to: P.J. Lear, B.A. Cert. Ed., Dip. P.E. Director of Coaching, 'The Willows', 4 Fords Heath, Shrewsbury SY3 8PZ. Shropshire. (08931) 660000

Outdoor Education

DEVELOPMENT TRAINERS. Are you proficient in mountaineering, caving or canoeing, aged 23-35 with previous experience of development training? The Lindley Educational Trust is a dynamic and professional Christian organisation providing residential training opportunities for young people. For full details, write to the Centre Manager at either The Claire Centre, Masham, Nr Ripon, North Yorks. or The Hullowford Centre, Castleton, Nr Sheffield, South Yorks. (08908) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
The professionals in Outdoor Education
Simple or Multi-Activity and/or Field Study Courses. Courses for Senior and Junior Schools, YT's YTS, management training and individuals & families. For the best in instruction, equipment, facilities and value ring Martin or Angela on Bideford (02372) 75892 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG. (12732) 680000

LLANDUDNO
TY'R BRODYR ACTIVITY CENTRE
Llandudno
Residential courses in Env. Studies, all Outdoor Pursuits (inc. sailing) and F. Studies. For Primary, Secondary, V.T.Es. etc.
Courses planned for you, with you or by you.
Details 0492 15822. (04653) 680000

NORTHUMBERLAND
WAUCHOPE OUTDOOR EDUCATION CENTRE
ASSISTANT WARDEN
Scale 2 Burnham
A suitably qualified and experienced person required 1st September 1987. The centre is to be used to provide one week courses of outdoor activities and personal and social development for groups of up to 30 youngsters aged 16+ taking part in the Youth Training Scheme and at weekends, general Outdoor Activity courses for school groups. A certificate in one or more outdoor activity pursuits is essential. Removal expenses/lodging allowance may be payable.
Application forms, returnable within 14 days, send a foolscap s.a.e. to the Director of Education, County Hall, Morpeth NE16 2EF. (09679) 680000

MORTGAGES FOR TEACHERS. 100% advances 5¼ % joint income or 3% main income plus 1 % second. Up to 75% 3¼ % main plus 1 % second income. Over 75% 3¼ main plus 1 % second income. Tel: 0985 40301 anytime. P.B. Harvey and Co. Licenced Finance Brokers. (08357) 660000

WARWICKSHIRE
Required for September 1987:
(1) County Co-ordinator for Intercultural/Non-racist Curriculum Development with special responsibility for multi-ethnic performing arts. The applicants should have a clear perception and understanding of education for a pluralist society, possess appropriate expertise and have experience of multicultural curriculum development and in-service training, should be able to work across the age range and be willing to work with South Asian and Afro-Caribbean community groups. Salary Burnham Teacher Scale 4. (Ref. SCH/IT/Co-ord).
(2) Advisory Teacher for Intercultural/Non-racist Education. The applicants should have expertise in the teaching of English as a second language and a clear perception of education for a pluralist society. Experience in multicultural/non-racist curriculum development and in-service training would be required. Salary Burnham Scale 3. (Ref. SCH/IT/Adv. Teach).
Application forms and further particulars for both posts may be obtained from the County Education Office, 22 Northgate Street, Warwick CV34 4SR. (Tel: Warwick 493431, Ext. 3074) quoting a s.a.e. size 9" X 6". Closing date 24th April.
Warwickshire is an equal opportunities employer. (08949) 660000

COVENTRY
ASSISTANT DIRECTOR OF MUSIC
Required for September 1987.
Salary £5,000 plus free accommodations and additional work.
Further details from the Director of Music, 1 Priory Row, Coventry. CV1 5ES. (00163) 660000

HERTFORDSHIRE
CATHEDRAL & ABBEY CHURCH OF ST. ALBAN
1988 HERITAGE EDUCATION AWARD WINNERS.
Required from 1st September 1987 until 31st August 1989 in the first instance: EDUCATION OFFICER.
Energetic, imaginative teacher required to help further the educational work of the Cathedral Church, e.g. by producing resource materials, linking with schools, working with teachers and pupils.
Letters of application, including full C.V. and names and addresses of 2 referees, should be sent to the Sub. Dean, (Old Rectory, Sumpter Yard, St. Albans,) from whom further details are available. (S.a.e. please).
Closing date: 27th April 1987.
Salary range: £7,500 to £10,500 p.a. depending on experience, and subject to review. (09750) 660000

English as a Foreign Language

BERKSHIRE
RESIDENT POSTS available for qualified and experienced EFL teachers who wishes to assist with sports/social activities on 4-week residential Courses this summer for children aged 11-16.
Details from: Vocational Studies, Poppy Oak, Tylehaine, Newbury, Berkshire RG14 6JT. (06745) 700000

BOURNEMOUTH
RSA COURSES AT ITTC
Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.
For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (95328) 700000

BRISTOL
ENGLISH LANGUAGE ACTIVITY HOLIDAYS
Required qualified and experienced teachers of English as a Foreign Language for a residential Junior and Senior holiday course in the Bristol area from 15th July to 26th August. Applicants must be keen to participate in extra-curricular activities. Experience in a residential environment working with young people would be an advantage. Good salary plus full board.
Please apply by letter with c.v. to: Elsa Limited, 18 Cadogan Mansions, London SW1X 9QX. (096985) 700000

COVENTRY
E.F.L. Teachers with solid experience required, short and long term, from Easter. CV please to the Berger School of English, 7, Warwick Row, Coventry. Tel: Coventry 23588. (06486) 700000

EAST SUSSEX
MEADS SCHOOL OF ENGLISH
Graduates with recognised TEFL qualification and experience required for summer courses June - September (Adults/Children). Good salary.
Please phone for application or write: The Principal, 2 Old Orchard Road, Eastbourne, East Sussex BN21 1DB. Tel: (03323) 34535/6 or 643973 (evenings). (08950) 700000

EAST SUSSEX
Hastings
OPERATIONS ASSISTANT (Memorial)
Required urgently to help organise/run our vacation programme of EFL courses, leisure activities and tours in various locations. Position due to expansion and could be permanent. E.F.L. background and organisation skills essential. Age-range 21-30 years.
Phone Annette Hollington at Embassy Study Tours Ltd. (04241) 444167. 423084. (09648) 700000

ITALY
October 1st, 1987 qualified enthusiastic E.F.L. teacher needed for students aged 9-15.
Send photo, C.V., 4 references to: Christine Starr Bonacossa, The International School, Via Cavour 16, 07026 Olbia (SS) Italy. (08933) 700000

LONDON W8
ST. ANTONY'S SCHOOL OF ENGLISH
Requires a DIRECTOR OF STUDIES. Degree, RSA, DIPTEFL or RGCE and at least 4 years experience in UK and abroad.
Please write with C.V to: Antony Kerr-Dineen, 19 South End, London W8. (08976) 700000

QUALIFIED EFL TEACHERS
For 2 and 3-week courses held from June to early September at centres in London, Watford, Uxbridge, Bristol, Southampton, Swansea, Edinburgh and St Andrews.
Duties include teaching groups of foreign students on weekday mornings and some afternoons and accompanying groups on excursions on some Saturdays.
Write for application form to: Anglo-European Study Tours, 17 Glen House, Stag Place, Palace Street, London SW1E 5AG. (14889) 700000

REGENT SUMMER SCHOOLS
is seeking Experienced TEFL Qualified Summer School Directors (non-teaching). - Experienced Social Directors (non-teaching). Qualified, experienced TEFL Teachers. For either residential or family stay courses run at various centres in South England for adults, teenagers and children. Further details and application forms from: Regent Summer Schools, 13 Percy Street, London W1P 9FA. Tel: 01-636 9322. British Council recognised. Arels/Feloc Member. (08944) 700000

SUMMER VACANCIES
If you are looking for an exhilarating summer job working with children at one of our international residential campuses we have vacancies for
ASSISTANT DIRECTORS
COURSE EFL TEACHERS
SPORTS COACHES
For details and application please send SAE specifying which area to the Director, Buckswood International Summer School, Uckfield, East Sussex. (09921) 700000

SURREY
THE CAMPANA FINISHING SCHOOL
Farnham, Surrey
Residential posts for qualified and experienced teachers of English as a foreign language for Summer Courses held from 5th July to 28th August 1987.
Apply with C.V. to: The Principal, Moor Park House, Moor Park Lane, Farnham, Surrey. Tel: (0252) 737 111. (09958) 700000

TURKEY
Prestigious expanding school requires qualified and experienced E.F.L. and general science teachers for September 1987. Excellent conditions. Teachers with previous overseas experience preferred. Suit married couples.
Interviews in London in July.
Write for details enclosing C.V. and letter of application to: The Headmaster, Özel Çağ Lisesi, Yenice, Tarsus, Turkey. (08691) 700000

English as a Second Language

LONDON W1
REGENT SCHOOLS OF ENGLISH
We invite applications for the post of
PRINCIPAL
to consolidate and expand our individual study centre in London, W1.
Candidates should possess the following profile:
* Min. 4 years in EFL, of which 2 have involved ESP & 1:1 work.
* Proven organisational ability, business sense & leadership qualities.
* Basic degree plus RSA-TEFL Dip. and/or PGCE-TEFL and/or MA (Ling).
* Lively and dynamic personality.
* Interest in and flair for marketing.
* Age range: 30 - 40.
Please write with CV to: The Academic Director, Regent Schools, Head Office, 4 Bloomsbury Square, London WC1A 2RP. (08876) 710000

HUMBERSIDE
EDUCATION COMMITTEE SCUNTHORPE DIVISION ENGLISH LANGUAGE SERVICE
CROSBY JUNIOR SCHOOL
Frodingham Road, Scunthorpe DN15 7NL
Required for September 1987, in this newly expanded Language Service, SIX ESL TEACHERS including one Scale 2 post with special responsibility for work with Secondary age pupils.
Application forms and further details obtainable upon receipt of s.a.e. from the Divisional Education Office, 3 Cliff Gardens, Scunthorpe DN15 7PH to whom completed forms should be returned no later than 27th April, 1987. (08576) 710000

OVERSEAS
Please see YSU display ad. under Overseas Appointments. 710000

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In association with THE PLAYHOUSE, HARLOW
Wish to appoint a

THEATRE ANIMATEUR FOR A THREE YEAR PROJECT

Salary £10,000 p.a. approx.

Details from: The Playhouse, The High, Harlow.

Closing date: 30th April 1987

(02289)

ESSEX County Council

ENGLISH AS A SECOND LANGUAGE
continued

SANDWELL
METROPOLITAN BOROUGH COUNCIL

ETHNIC MINORITIES SUPPORT SERVICE

Required for September 1987.

MATERIALS PRODUCTION UNIT LEADER Burnham Scale 3.

AFRO-CARIBBEAN SUPPORT UNIT TEACHER Burnham Scale 2.

TEACHER OF E.S.L. IN PRIMARY SCHOOLS Burnham Scale 1/2.

For these posts application forms and further details available from and returnable to: Director of Education, Education Department, P.O. Box 41, Highfields, High Street, West Bromwich B70 8RG. Closing date 29th April 1987.

An equal opportunity employer.

Canvassing of members of the authority will disqualify. (08557) 710000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)

A Practical and thorough one week introduction to Teaching English as a Foreign Language. Plinius, the TEFL pioneers.

A few places are still available on courses starting 21st April in Canterbury and Manchester. Courses are also held throughout the summer in Canterbury.

Phone or write to: Terry Edwards, Pilurius Teachers Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG. Tel. (0227) 455486. (06148) 760000

THE TAVISTOCK CLINIC
Recognition of Child Abuse

Applications are invited for the above course to run for five Monday evenings in June 1987 from 7.30-9.30 p.m.

The course is aimed to help teachers, social workers and other "front line" professionals to increase their skills at recognising when children have been abused. Each evening will deal with a topic concerned with emotional, physical or sexual abuse and will consist of a lecture followed by small group discussion. The course will aim to provide both information and the opportunity to share experiences in order that participants may increase their confidence in dealing with these difficult issues.

Application forms available from:
The Training Administrator, The Tavistock Clinic, 120 Belsize Lane, London NW3 5BA.
Tel: 01-435 7111, Ext: 313 or 469.

[14314]

BEDFORDSHIRE

DANCE TEACHING COURSES B.Ed. HONS. DEGREE IN DANCE (Secondary) 4 years. High level personal performance in: Contemporary, Jazz, Ballet, Social dance and preparation for teaching up to 'A' level Dance.

P.G.C.E. IN DANCE (Secondary) 1 year. A graduate course for specialist dance teachers.

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Further details from:- The Assistant Academic Registrar, Bedford College of Higher Education, Lansdown Road, Bedford MK40 2BZ. Tel: Bedford (0234) 51966. (09454) 760000

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HELEN PEARE MEMORIAL LECTURE

HENRY MORRIS AND THE 21ST CENTURY

BY ANDREW FAIRBAIRN

At 8.00 p.m. on 7th May, 1987. Tickets available free of charge by sending a s.a.e. to the Warden at the College, New Road, Impington, Cambridge CB4 4LX by 24th April. (08590) 760000

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A week Language Course plus Lecture/visits programme. July/August. Lit. 340,000.

Please write: The British Centre, S. Marco 4267/A, Venice, Italy. Tel: 5226824. (09687) 760000

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16th May 1987

WRITING FOR EDUCATION
13th June 1987

Two seminars of special interest to teachers. Course fee £46.00 inc VAT.

For details, contact the Conference Secretary, Cambridgeshire Academic and Professional Seminars, 4 Hawthorn Way, Cambridge CB4 1AX (0223) 313464. (09611) 760000

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THINKING OF TEACHING ENGLISH ABROAD?

Linguarama offers one week introductory courses to Teaching English as a Foreign Language. Ideal for those thinking of entering the profession or those wanting an introduction to T.E.F.L. Courses run throughout the year in London, Birmingham, Manchester, Winchester and Canterbury. Career opportunities also exist in Linguarama's 40 schools World-wide.

Please send SAE to T.E.F.L. Dept., Linguarama, 19 Waterloo St., Birmingham B2 5UG. (39427) 760000

LONDON W1

BIRKBECK COLLEGE

UNIVERSITY OF LONDON

Department of Economics
Summer Short Course

NEW DEVELOPMENTS IN THE TEACHING OF INTRODUCTORY ECONOMICS
by Dennis Snower

This course is designed for the professional development of school teachers who are either currently teaching economics, or interested in gaining an understanding of major recent advances in economics education. It is primarily for people with a first degree in Economics, but could also be used by holders of qualifications in *Mathematics or Geography* who may be interested in becoming Economics teachers.

The course begins on Tuesday 5th May 1987 and runs for 10 weeks from 5.00 until 8.00 p.m.

For further details write to the BASE Secretary, Department of Economics, 7-15 Gresse Street, London W1P 1PA or telephone 01-631 6415. (08704) 760000

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QUALIFIED TUTORS Required all subjects & levels. Birmingham (all areas), Coventry/Leamington, Horsham/Crawley, Portsmouth/Southampton, Reading. For further details please contact County Tutors 0483 31886. (44437) 770000

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EXCHANGE TEACHER for NSW, Australia. Contact R.L. Douglas, Lorien, Nethercote, 2549. Aust. For further information. (35140) 800000

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Y.M.C.A.
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Multi-activity courses for schools of all ages and capabilities.
£11+VAT per head per day.
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Bookings and enquiries to:- Chris Jones, J.P., Y.M.C.A. Outdoor Office, Harrington Burn, Houghton-le-Spring, DH4 4JW. Tel:- Durham (0091) 8528222/8531095 at any time.

EXPEDITIONS under sail to Western Seaboard including sub-aqua. Brochure 044 65 2542. (06417) 880000

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WHY TRAVEL ALONE? Contact the Travellers Introduction Service, s.a.e. details to Dept. TES, 7 Travels, 6 Hayes Ave., Bournemouth. Tel: 0202 33398. (02889) 880000

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Extensively used by Sunderland, Gateshead, and City of Leeds Schools.
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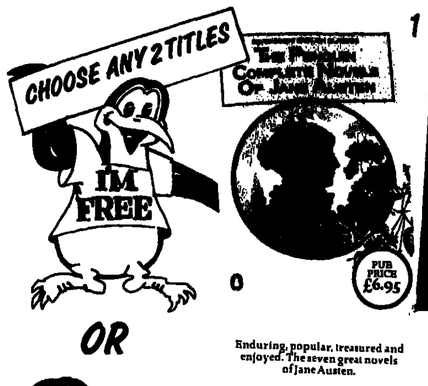

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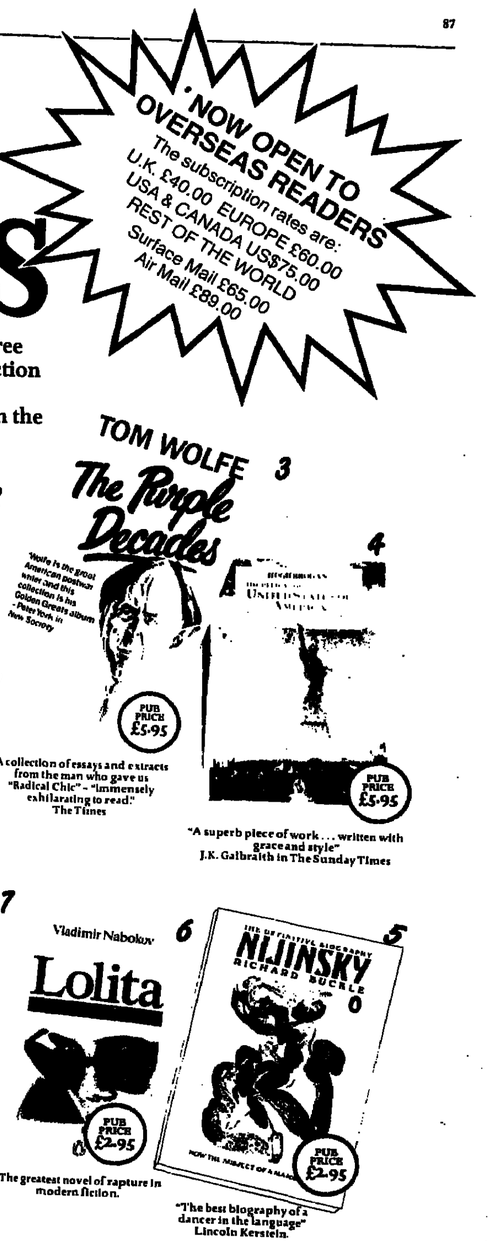

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